

# *Priory Junior School*

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## Positive Relationships and Behaviour Policy

Policy Date: June 2025

Review Date: June 2028



# Priory Junior School

## Positive Relationships and Behaviour Policy

This policy is based on the understanding of the effect of positive behaviour on the personal, social and academic development of children; the learning environment and the ethos of the classroom and the school as a whole.

The emphasis is on the positive aspects of good behaviour, the value of giving all children clear expectations and achievable targets and an appropriate focus on developing self-discipline.

*"Research has shown a strong link between a child's self esteem and academic success. Those who feel good about themselves learn more easily and retain information longer. In fact, they do better in every way: if they have a sense of well-being they are much more likely to be able to handle the ups and downs of everyday life"* - MURRAY WHITE, International Council for Self Esteem

### Core Values

Our core values are expressed succinctly on our paint palette. These are values we believe as important for developing every individual in our school, and were agreed with staff, governors, parents and children. The values provide a code for positive behaviour. They form a clear expectation of behaviour in class and around school, promoting positive relationships between every member of our school, children and adults alike. The values are displayed prominently in every classroom and around school, and also form a focus for school assemblies.

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### Ready, Safe and Kind

Underpinning the values we have established three rules that are consistently reinforced throughout school life. These are to be ready, safe and kind. These are displayed around school, reminding children of our expectations.

### Statement of Intent

Our behaviour policy is built around our belief that good relationships are central to the success of our school as a learning community. The relationships between pupils, staff and parents needs to be positive, supportive and respectful. Within those relationships, there are shared rights and responsibilities.

At Priory Junior School the staff and governors firmly believe that the social and self development of children is as important as their educational progress.

In order to achieve this all round development, children have the right to:

- maximise their learning potential
- be safe
- be treated with respect
- be listened to
- play, work and learn in a happy, creative and safe environment
- come to school without fear of being bullied or harassed.
- a sense of belonging

Teachers and Staff have the right to:

- be able to teach without hindrance
- feel safe
- be supported by colleagues, parents and the wider community
- be treated with respect
- be listened to

All parents/carers have the right to:

- know their children are safe, well-taught, cared for and happy.

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Children at Priory Junior School have the responsibility to:

- behave respectfully to others
- behave in a way which keeps themselves and others safe
- attend school regularly
- be willing to learn
- allow others to learn
- co-operate with teachers and peers
- do their best

Teachers at Priory Junior School have the responsibility to:

- enable all children to learn
- seek out and celebrate improvements in learning
- treat children with respect
- create a positive classroom environment
- ask for and offer support when needed
- model positive behaviours
- seek information and use lines of communication
- follow the school's systems to promote positive behaviour

## **Our Aims**

- develop self-confidence and self-esteem in pupils
- recognise and promote positive behaviour and good attendance displayed by our pupils
- raise the level of behaviour beyond acceptable to positive
- respond to negative and unacceptable behaviour
- encourage a partnership between pupils, parents/carers and staff, which involves working together to maintain positive behaviour
- to encourage a positive learning environment – where pupils and staff regardless of social background, race, gender or ability, are respected and encouraged to achieve their full potential educationally, emotionally, socially and physically
- underpin the school ethos

## ***Achieving Our Aims***

We will:

- reinforce the expectations for behaviour through our values, rules and positive behaviour management language
- establish clear routines in the classroom and around school
- use a restorative approach which develops the children's ability to take responsibility for their actions and ensures they put things right for all involved.
- teach children the language of sharing and co-operation, choice and consequences
- provide an attractive and stimulating environment for the children to learn in.
- motivate children through high-quality learning experiences
- listen to children and involve them fully in school-life, through Class Forums and School Council
- recognise and celebrate that the majority of our school community show exemplary behaviour, most of the time
- empower staff to encourage positive behaviour and manage difficult behaviour without delegating

- to ensure the STEPS approach is used consistently to support positive behaviour

## **Recognising Achievements and Positive Behaviour**

Children's self-esteem is developed through the strategies used to recognise their achievements. Children may receive verbal recognition of their learning achievements, or positive recognition in marking. We teach the children to have a growth mindset – with a specific focus each half-term on aspects of this approach. It also reinforces a positive learning behaviour. At Priory Junior School, we recognise achievements and positive behaviour by:

### **Verbal Praise**

Children's positive behaviour is recognised through praise and recognition – in the classroom, and around school.

### **Recognition Boards**

Each class has a recognition board for the teacher to recognise children for demonstrating an aspect of classroom routines / learning behaviour that is being focussed on. These should be kept updated. Targets may be for a lesson, a day, a week. A celebration should take place about the number of names that have made it to the board at the end of this time.

### **Sharing Learning**

Children may be sent to share their learning with another teacher or the Headteacher for additional recognition.

### **Achievement Certificates**

A merit chart in their Log Book allows children to achieve a Bronze, Silver and Gold Achievement Certificate. Merits are awarded for achievements in learning. These are awarded in our weekly Sharing Assemblies.

### **Headteacher's Award**

Children are recognised for specific achievements during a week in our Sharing Assembly.

All recognition of achievement is:

- genuinely earned
- genuinely motivate
- sincerely given
- consistently and fairly given

## **Restorative Discipline**

At Priory Junior School, restorative discipline is used to hold children to account for inappropriate behaviour, and repair any harm they have caused. It is recognised that this sits within a positive framework and so, is used in conjunction with a wide range of positive classroom management strategies. Appendix 1 explains this approach in more detail.

This approach may range from a short 'corridor/classroom conference' to challenge unacceptable behaviour to a 'restorative conference' where conflict between pupils has occurred. Sometimes, a formal conference may involve parents too.

If a child refuses to engage with a restorative approach, or a child has lied, and/or consistently broken agreements made, the school will consider alternative consequences.

Consequences will always be protective consequences ie. if a child has hurt someone outside, the protective consequence will be that they are not able to play outside with everyone else, if a child is disruptive in class, the consequence will be to complete their learning in a different place. Educational consequences will also be given so they learn not to repeat this eg. this might be in the form of a social story.

**Protective Consequences are the removal of a freedom to manage harm.**

**Educational Consequences are to aid learning, rehearsing, or teaching so the freedom can be returned.**

The Headteacher will be informed if this takes place and the class teacher will put in place strategies to prevent a re-occurrence of this behaviour. The class teacher will inform their parents and discuss their child's behaviour with them. A meeting will also take place between the teacher and a member of the Senior Leadership Team to agree additional strategies. This will initiate an analysis of behaviour and agreement of strategies using the STEPS approach. The Cambridgeshire STEPS approach is a therapeutic approach to managing difficult and dangerous behaviour. See Appendix 2 for more detail about this approach.

### **Consistent Positive Language**

All staff are committed to using positive phrasing as opposed to negative phrasing to encourage a pupil to use prosocial behaviours.

We have a Behaviour Curriculum which supports staff in knowing and sharing expectations for behaviour with children. This should have a key focus at the start of each term, with teachers reinforcing the expectations for behaviour in class and around school with children.

The following routines and language should be used by all staff:

#### ***For Lining Up:***

Children should make **Tremendous Lines:**

- Hands by sides
- Face the front
- Feet behind feet

#### ***For Moving Around School:***

Children should show **Wonderful Walking:**

- Hands by sides
- One step at a time
- Quiet steps
- Walk within the line (when outside)

We have a script to use when intervening:

### ***Classroom interventions:***

*Approach child and talk to quietly, if you can – not across the classroom:*

<i>Reminder</i>	1. In our class, we sit safely in our places and show we are ready to learn by..... Thank-you.
<i>Caution</i>	2. Thank-you for ..... (sitting down / getting your book). I'm going to come and check in 2 minutes that you've started your work, or we will have to do this at playtime. I know you can make the right choice.  <i>Leave the scene, monitor from a distance – then return and praise if they've started.</i>
<i>Last Chance</i>	3. It's important to learn that every choice has a consequence. If you choose to do your work, we will both feel proud. If you choose not to do your work now, then you will be completing at playtime. I'll leave you to make your choice.  <i>Leave to make the choice, but you must keep them back without telling now, for 2 minutes at the end of the lesson. The purpose is to talk to them about what happened.</i>
<i>Time Out</i>	4. <i>Time out – moving to a table on their own, moving to the regulation station, utilise an adult (TA) to take for a walk round the daily mile track, to another classroom's art bay to work (last resort).</i>
<i>Repair</i>	5. <i>Repair – restorative talk between child and class teacher</i>

### ***Child out of class:***

X, I expect you to complete your work in the classroom. I've saw you working so hard on ..... yesterday in class. That's the x I want to see today. I expect you to be in the classroom.

*Then leave.*

X, I expect you to be in the classroom. It's not safe for you to be out her on your own. So, I expect you to be in the classroom.

*Then leave.*

*Outside looking angry.*

I would love to help you but I need you to come back into the classroom.

*Then leave.*

*Outside:*

You look like you're feeling really cross. I really want to help but you need to come inside for me to be able to help you.

## ***Playtime Interventions:***

*Approach child and talk to quietly, if you can – take to one side, not in front of their group of friends:*

<i>Reminder</i>	<p>1. When we are playing, we play safely by ..... Thank-you.</p> <p><i>Move away and provide take up time. Monitor play.</i></p>
<i>Caution</i>	<p>2. Thank-you for ..... (putting the cricket stumps down / playing safely with the sand). I'm going to come and check in 2 minutes that you're.... (playing safely/kindly), or we will have to have some time out of play.</p> <p><i>Leave the scene, monitor from a distance – then return and praise if they've started.</i></p>
<i>Last Chance</i>	<p>3. It's important to learn that every choice has a consequence. If you choose to play safely / kindly, we will both feel happy. I've seen you playing safely and that's the x I want to see today. If you choose not to play safely / kindly, then you will be having time to learn how to do so during playtime. I'll leave you to make your choice.</p> <p><i>Leave to make the choice. Monitor. Speak to for 2 mins at the end of the playtime. The purpose is to talk to them about what happened.</i></p>
<i>Time Out</i>	<p>4. <i>Time out – moving to a different activity, or group of children, moving to stand with you / another midday supervisor for a period of time, to come inside (last resort) (if you feel this is necessary, please call for a member of SLT).</i></p>
<i>Repair</i>	<p>5. <i>Repair – restorative talk between child and midday supervisor</i></p> <p>What happened? Who do you think was affected by what happened? How were they affected? Is there anything you think might need to happen to put it right?</p> <p>When you were doing..... x, I was concerned for your safety/ other's safety. One of our rules is to be safe. I know you can be safe – when you were doing (give example) yesterday, that was showing us you can do this. Tomorrow, I want to see you being that person / being safe. Then, we will both feel proud and happy.</p>

### **No reference to banning children from activities should be made.**

Should you feel you need support with a playtime incident, please do call for support from either the child's class teacher or a member of the SLT. We will support by standing by you while you talk to the child. This is to purposely not undermine staff.

For any dangerous detrimental behaviour, please notify a member of the SLT immediately, who will support you in addressing, and record on MyConcern.

Examples of positive phrasing are:

To gain attention from the whole class	1-2-3 Eyes on me.... 1-2 Eyes on You Let me see who's sitting ready Everyone looking this way thank-you.
Positive Phrasing	Show me you are ready Stand next to me thank-you Thank-you, x, for listening Put your pen down thank-you / Thank-you for putting your pen down Make sure you are walking, thank-you Stay seated in your chair, thank-you
Reinforcing the Rules	Show me you are ready / being safe / being kind, thank-you. Was that safe? Was that kind?
Limited Choices	Are you going to do your work here or in the art bay? Show me your choice. (Then, walk away and give take up time). Are you going to work on your own or with the group? Show me your choice. Where shall we talk – here or in the entrance area?
Disempowering Behaviour	Come and find me when you get back When you feel calm, you can talk and I will listen. You can listen from over there. <i>Ignoring the negative behaviour will disempower it, focus on what they need to do. Do not negotiate eg. I will let you use the computer if.....</i>

## Communications and Analysis

It is the responsibility of the whole school community to ensure that behaviour records are shared and communicated with the relevant people. Records should be meaningful and analysis lead to understanding and improvement.

- All staff should record any dangerous behaviour using My Concern.
- It is the class teacher's responsibility to monitor the behaviour of children in their class and to look for patterns or themes that might be negatively impacting on a pupil's behaviour.
- Where a pattern is observed, class teams should reflect upon any changes to routine or practice that could support a pupil to make better choices.
- Where a pupil is regularly needing protective or educational consequences, the class teacher will liaise with the pupil's parents to discuss a partnership arrangement for supporting prosocial behaviours. This should be recorded on a meeting note. See Appendix 3
- Where the behaviour does not improve following a meeting with parents then the class teacher will refer to SLT and consideration to writing a STEPS plan will be made.
- A member of SLT will monitor My Concern behaviour logs and STEPS Risk Management Plans to analyse these on a whole school level once a term. The analysis will be reported to governors as part of the Headteacher's Report.

Where significant behaviour events occur and SLT are called to support, then parents are to be notified at the end of the day by the class teacher. Depending on the severity, SLT may choose to meet parents and a STEPS Risk Management Plan will be considered.



## **Difficult and Dangerous Behaviour**

An individual risk management plan will be written to support pupils whose behaviour is significantly 'difficult' or 'dangerous':

- The class teacher and SENCO will jointly complete an anxiety mapping for the child and adjust strategies in class to assist with predicting and preventing behaviour.
- My Concern behaviour records will be analysed to consider any existing patterns and themes identified through behaviour records.
- The class teacher and SLT will jointly (with the class team, where possible) complete the STEPS Roots and Fruits to identify the antisocial behaviours, feelings and experiences and the preferred prosocial behaviours, feelings and experiences.
- Parents/carers will be brought into the system of behaviour support as soon as the antisocial behaviours have been identified. The insights of parents/carers will be used to add to the STEPS 'Roots and Fruits'. The 'culture' of the home must be taken into account when consideration is given to any response of those behaviours.
- All paperwork will be shared with the parents/carers and effective communication between home and school maintained, and used to monitor the progress of the STEPS Plan.
- The class team will then complete a Risk Management Plan with support from a member of the SLT.
- All staff will be expected to follow the Risk Management Plan to support the pupil and promote and teach positive behaviour.
- Risk Management Plans will be shared with the whole school community to ensure consistency – these will be shared on Teams, and through staff meetings.
- Plans will be reviewed at least termly.

Outside agencies may become involved to provide additional support to staff / child / families.

## **De-escalating Behaviour**

If a pupil's behaviour escalates to significantly difficult or dangerous then staff will use the principles of de-escalation to work towards a positive outcome. This will include using a de-escalation script and de-escalation techniques.

When approaching a child displaying antisocial behaviour we will –

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)

De-escalation script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Staff will use de-escalating body language and consider the following in our positioning:

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Once a pupil has returned to a safe location and is calm enough to talk, staff will always follow up with a discussion about the behaviour and the next steps or consequences we will now need to take. This can consist of either protective and educational consequences to endeavour to make a restorative approach.

## **Exclusion**

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other pupils at the school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Head Teachers being completed in all circumstances.

There are a range of behaviours which are totally unacceptable – these include bullying, racism and violence. Alternatives may be tried in these cases, depending on the behaviour, which may include the use of internal exclusions. Staff will be redirected to support children in these instances. Internal and external exclusions are decided upon by the Headteacher.

The Headteacher has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the child will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school.

Whenever the Headteacher excludes a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter within 24 hours. The procedures as set out in the CCC Exclusion Guidance will be followed. Following any exclusion the parent and child will be invited to attend a reintegration meeting where a child's Risk Management Plan will either be completed or updated.

## **Arrival at School and Collection**

Children are expected to be dropped off at the school gates by their parents. The playground is kept closed before and after school. Members of staff are on the playground at this time to oversee arrival at school.

At the end of the school day, class teachers line the children up on the playground. Parents will come through the gates to collect, and teachers hand children over to them, one at a time. Year 6 children may walk home on their own, following written permission from their parents.

## **Movement Around School**

All children are expected to move around the school in a calm and orderly way. Whenever children need to move locations, they will be led and supervised by a member of staff. All staff have a responsibility for ensuring sensible behaviour around school and on the playground. Whether on duty or not, all staff will intervene/challenge unacceptable behaviour. At the end of breaks and lunchtimes, staff will line children up and teachers will lead them back into class.

## **Lunchtimes**

It is essential that children feel safe and respected in the more unstructured environment of the school playground at break and lunchtimes. Activities will be arranged for children to take part, alongside the provision of playtime equipment.

Children with additional needs may have access to a teaching assistant to support them through playtimes.

Midday supervisors are linked to a class and will lead their classes down to the playground at lunchtime. This helps to ensure a smooth handover between class teacher and midday team. Midday supervisors will reinforce the school rules of being ready, safe and kind and use a restorative approach. If a child is finding it hard to remember to follow the rules, the adults will remind them of this. They may be asked to have some time out if necessary – by sitting at the side. This should be for a short period of time eg. 5 minutes

For any serious behaviour seen, this will be shared with a member of the SLT and class teacher each day, with a record being made on My Concern.

Positive comments are shared in the weekly meetings. The midday supervisors receive training on a regular basis, and as part of their induction.

## **Behaviour Off Site**

The school recognises the importance of pupils' behaving responsibly off site too. Where reports are made of children's behaviour on the journey to and from school, these will be investigated. Parents and children, who travel on the school bus, will be asked to sign a code of conduct with the school.

Where children's behaviour on school trips compromises the safety of themselves or others participating on the trip, they may be excluded from subsequent school trips. If the trip is residential, it may be necessary to move rooms. If the behaviour is serious, parents may be telephoned to collect their children immediately. Where behaviour at school provides a reason to be concerned about a pupil participating in a residential or day trip, a risk assessment for the pupil will be completed and considered in relation to the child's participation. The aim will be to include wherever possible, but to consider the strategies needed to enable this to take place. The risk assessment will always inform the decision.

## **Links With The Curriculum**

There are very close links with Personal, Social and Health Education and working with pupils on aspects of self-discipline, rights and responsibilities will form part of the PSHE programme throughout the whole school. Throughout the school, all classes hold a weekly circle time, whereby the principles of listening, empathy and solution finding are developed. Some children may require extra support, through work in support groups, and/or play club.

There will also be cross-curricular links with Religious Education, at times, and with English - as any work on behaviour will involve speaking and listening, discussing and possibly, reading, writing and drama.

## **Equal Opportunities**

The behaviour policy applies to all pupils, regardless of ability, gender, race or creed.

## **Links With Support Services**

There are strong links with the SENCO (Special Educational Needs Co-ordinator) and the County Learning Support Teacher, the school's Local Authority Attendance Officer, the Educational Psychologist, YouNited, CAMHS (Child and Adolescent Mental Health), our local PCSO and Social Services, when appropriate. When support is needed, referrals may be made to these services. Where the need may be more complex, an EHA (Early Help Assessment) will be completed with the parent and submitted to the Early Help Hub.

Training is provided to staff on a regular basis. Where individual needs arise, staff may be provided with additional support through the Specialist Teaching Team. New members of staff will receive training, with regard to this policy, as part of their induction.

Parents, who require support, may be referred to the Family Workers in the locality team. The school signposts parents to support groups that are held by the locality team.

Pupils who are at risk of exclusion, or experiencing emotional difficulties, will receive weekly support from the school's pastoral team. Pupils offered this support are decided upon by the Headteacher and SENCO.

Provision of appropriate materials, advice and visits is also available from agencies such as Health Promotion and Cambs. Constabulary.

## **Publication**

The behaviour leaflet is sent out to parents and children each year. It is also summarised in the School Prospectus. This policy is available through the school website.

## **Review and Monitoring**

It is the responsibility of the Headteacher and governors to ensure and promote consistency of practice. This will be achieved by:

- Discussion with staff, parents and pupils to ensure clarity about the implementation of the policy
- Monitoring restorative conference resolutions
- Monitoring of positive behaviour management and modelled behaviour by adults
- Monitoring the use / rate of exclusions
- Classrooms open for colleagues to see each other's practice

**This policy applies to The BASE, our Out-of-School Club provision.**

## **Other Relevant Policies**

This policy is linked to the following policies: Anti-Bullying Policy, SEND Policy, Physical Intervention Policy, Equality Scheme, County Exclusion Guidance and Procedures, School Values and Aims

Revised June 2025

This policy will be reviewed at any time that it is considered appropriate and at the latest by: Summer 2028

## Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all, children must tell the truth and own up to what they have done. Then the approach is different in the way it develops the child's thought processes and the expectation that they take responsibility for their actions and repair the harm caused.

### Traditional

What's happened?

Who's to blame?

How should we punish them?

### Restorative

What's happened?

**becomes** Who's been harmed and in what way?

**becomes** What needs to happen in order to put things right and ensure this never happens again?

Where a child is behaving in isolation in an unacceptable way, a framework of questions is used to amend their behaviour:

What happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

These questions become a little more searching where conflict between parties has arisen.

Where harm has been caused to someone else, a restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together, they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained to work in this way. Two members of staff are trained to carry out formal restorative conferences involving adults and children.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full community conference in which there could be many people involved. Circle times enable children to learn skills of listening, empathy and solution finding, which are the skills necessary to take part in a restorative meeting.

A restorative approach is highly effective because it:

Transforms wrong doing into a learning opportunity

Supports the needs of the 'harmed'

Creates obligations and support for 'wrongdoers'

Encourages a school-wide culture of mutual respect and care

## Appendix 2

### Therapeutic Thinking

A therapeutic thinking approach recognises that positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise prosocial behaviour should be taken by all members of our school community at all times.

Where behaviour is antisocial, we will use a three-step approach:

1. A focus on de-escalation and preventative strategies
2. Management of risk or harm
3. Reflect, repair and restore after a crisis

Where a pupil's behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour. Low level difficult behaviour incidents remain the responsibility of the class teacher to be dealt with as part of the class community.

It is important that a 'problem solving' approach is consistently applied in supporting behaviour and that pupils believe and understand that our community genuinely want them to improve their behaviour and not just to punitively punish them.

Where a pupil is showing antisocial/disruptive behaviour they will be warned that the behaviour is antisocial/disruptive and asked to stop.

- The pupil must be told that what they are doing is not acceptable and why.
- The adult will also request the behaviour they want to see from the child using positive language.
- They must then be given a chance to amend their behaviour.

*Best practice: Ensure you are explicit and actually describe exactly what the pupil needs to do to improve their behaviour. It may not be as obvious to them as we think it is.*

A STEPS Plan will be written by the class teacher and a member of the SLT. This will incorporate the following:

1. Anxiety mapping
2. Predict and Prevent Plan
3. Roots and Fruits completion – with prosocial experiences / interventions identified for support.
4. Risk Management Plan written with script – shared with all staff.