



## Relational Behaviour Policy

<b>Written By</b>	<b>Senior Leadership Team &amp; Staff</b>	
<b>Frequency of Review</b>	<b>Annually</b>	
<b>Date reviewed and approved by Governing Body</b>	<b>Autumn 2025</b>	
<b>Date of next review</b>	<b>Autumn 2026</b>	
<b>Display on Website</b>	<b>✓</b>	
<b>Purpose</b>	The Governing Body accepts that excellent behaviour is necessary for effective teaching to take place and seeks to create, with staff, an environment in the school which encourages and reinforces excellent behaviour. Please see Appendix 1 for the Governing Body's Statement of Behaviour Principles.	
<b>Consultation</b>	<b>Governors</b>	<b>✓</b>
	<b>Parents</b>	<b>✓</b>
	<b>Pupils</b>	<b>✓</b>
	<b>Staff</b>	<b>✓</b>
<b>Links with other policies</b>	<b>Child Friendly Behaviour Policy</b> <b>Attendance</b> <b>Equality Policy</b> <b>Inclusion</b> <b>SEND</b> <b>Prevent Radicalisation</b> <b>Safeguarding and Child Protection</b> <b>Anti-bullying</b> <b>Online Safety</b> <b>Charging and Remission</b> <b>Mobile Phone / wearable device</b> <b>Allegations of Abuse Against Staff</b> <b>Teaching and Learning Policy</b>	



## BJS Behaviour on a page



### Visible Adult Consistency

We

1. Meet and Greet
2. Follow -up
3. Teach routines
4. Build relationships
5. Praise in public, reprimand in private
6. Promote and teach self and co- regulation

### Reliable Routines

We expect staff to teach

1. team stop - class ready
2. Magnet Eyes
3. Wonderful walking
4. Legendary lines
5. Marvellous Manners
6. Talk partners/trios
7. Settling routines morning
8. Class movement breaks
9. Tidy up
10. Dismissal routine

### Over and Above

We recognise with

1. Verbal and non verbal praise
2. Dojo points
3. Dojo winners weekly
4. Positive phone calls home
5. Positive emails home
6. Positive note

### Stepped Sanctions

**Reminder /Redirection** - relate to R.R.S

Eg point out correct . I am reminding you to ..

**Warning** - this is a verbal warning that I need to ..

**Last chance** -

**Take time to self regulate**

**Reflection and repair**

### 30 sec Scripted intervention

**I have noticed that you are ..**

*( having trouble getting started, distracting others, getting upset)*

**You are not being ...respectful/ safe or ready . State which one Or At BJS we are ready, respectful and safe are you are not being...**

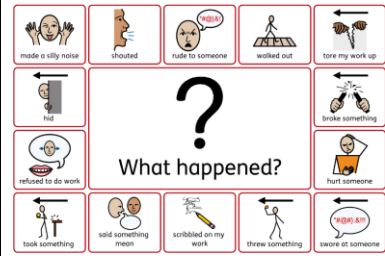
**I wonder if you are feeling ..**

**You need to ... (refer to action to support behaviour eg move to another table, have a movement break , take time to calm, look at your work to ..) or You can complete the work now or you will need to complete it at lunchtime..**

**Thank you..**

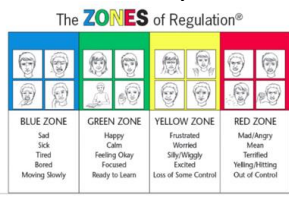
### Repair with restorative questions

- What happened?
- What were you thinking or feeling/
- Who has been affected?
- What are you thinking or feeling now?
- What needs to happen to repair and put it right?
- Next time I could ...



### Zones of Regulation

We use this in the whole school in every class



### Emotion Coaching

We use emotion coaching to help us respond and calm

**C** Connect to the child and label the emotion

**A** acknowledge and & empathise with the emotion

**L** set limits to the behaviour

**M** Make a plan to problem solve

### Child Stop It Script

We teach children to get themselves safe.

**Hold up hand with stop gesture Stop it , I don't like it.**

**Stop it, I don't like it, it makes me feel ...**

**Stop it! I will need to tell an adult**

## 1. Our vision for our relational behaviour policy

Burlington Junior School strives to foster a nurturing and inclusive environment, where every child can feel they **belong**, experience **joy** and **succeed**. (Belong, Joy, Succeed B.J.S).

Our approach follows 3 simple core principles: **Be Ready, Be Respectful and Be Safe** so that everyone can **Belong**, experience **Joy** and **Succeed at Burlington Junior School**. Ready, Respectful and Safe can be applied to a variety of situations and these behaviours are explicitly taught and modelled and rewarded.

This policy ensures we meet the unique needs of every child, ensuring all children within our school community thrive academically, emotionally and socially. Through collaboration and shared responsibility we work towards a reflective and restorative school culture that helps all children to learn from their experiences and be part of our community.

This behaviour policy centres on positive relationships and provides a clear and consistent framework to supporting emotional regulation and making meaningful connections. We prioritise the emotional and psychological needs of all children, recognising the impact of trauma and attachment issues on behaviour and learning. We use evidence-based trauma informed practices and current research into child development, neuroscience and attachment theory to support our approach. The foundation for supporting children with Adverse Childhood Experiences (ACEs) lies in establishing positive and nurturing relationships with caring adults. Additionally, opportunities to build resilience, enhance a pupil's emotional literacy, and engage in positive restorative conversations are constructive steps in connecting with traumatised pupils. **See appendix 8 on Adverse Childhood Experiences for further information.**

We are curious about behaviour, are non-judgemental, empathetic and look for the drivers of the behaviour. We recognise that all behaviour is a form of communication that reflects underlying needs, emotions and feelings. We recognise that children's emotional development varies. We therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We promote restorative justice to help repair situations and to encourage children to learn from experience.

We guide staff to use:

- self-regulation strategies (**Zones of Regulation**).
- to promote safety and trust and to equip staff with skills.
- to support children in developing positive social behaviours and emotional resilience.
- We place a strong emphasis on creating safe and predictable environments.
- We look at developing consistent, calm adult behaviour.
- We use positive noticing for those showing ready, respectful and safe behaviour.
- We teach reliable routines to help children feel safe and know expectations thus reducing some anxieties.
- We use emotion coaching - CALM technique to support children and de-escalate situations. **See Appendix 9 and 10 Emotion Coaching.**
- We script difficult conversations and use restorative justice to follow up and support children to repair and learn. **See Appendix 7 for our visual of restorative justice.**

We also understand that for some children with additional needs following our behaviour expectations are beyond their developmental level. In this case, we develop bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour. We recognise that being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support. Some children with SEND or trauma related needs may require more personalised approaches. We do not excuse a child's behaviour but we see it as a skill that needs improving, these pupils are still expected to learn to manage their own behaviours, with support.

## **1. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (latest version) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

## **2. Roles and Responsibilities**

Everyone is responsible for positively demonstrating our behaviour policy.

### **The governing board has overall responsibility for:**

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's complaints procedures policy.

### **The headteacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **The Senior Leadership Team is responsible for:**

- Overseeing the whole school approach to mental health, including how this is reflected in this policy, how staff are supported with managing all pupils, including children with SEMH-related behavioural difficulties and how the school engages pupils and parents with regards to behaviour.

### **The SENDCOs are responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**All members of staff, including teachers and support staff, and volunteers are responsible for:**

- Fostering supportive relationships with pupils and treating each individual with respect;
- Knowing and understanding that all behaviour is a form of communication;
- Dealing with behaviour calmly, fairly and consistently;
- Establishing clear routines, sharing expectations with pupils and giving concise instructions;
- Modelling and promoting positive behaviour (notice, praise and reward) and sharing these moments with other colleagues in the school;
- Using targeted approaches to support pupils with individual needs and making reasonable adjustments where needed;
- Providing pupils with opportunities to discuss concerns or behaviour;
- Using the school reporting system if there are any concerns about behaviour outside of school;
- Promoting positive relationships with parents.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff as soon as possible.

**Parents are responsible for:**

- Supporting their child in adhering to the school rules.
- Reporting any unacceptable behaviour to a member of staff as soon as possible, rather than addressing concerns directly with other parents and/or a child.

**3.General Expectations of behaviour**

Within the principles of 'ready, respectful and safe', pupils are able to learn and practise key behaviours which are transferable to their next stage of schooling, and beyond. We encourage pupils to have high expectations of themselves and to recognise when they have succeeded in doing so. The following expectations apply throughout the school day and are celebrated when they occur (whether during break, lunch or off site on an educational visit).

Core Principles	General Expectations
We are ready.	<ul style="list-style-type: none"> <li>- We try our best in all that we do.</li> <li>- We are ready to learn in all of our lessons.</li> <li>- We collaborate with others.</li> <li>- We listen and follow instructions.</li> <li>- We develop positive learning behaviours.</li> <li>- We observe school / classroom routines (e.g. uniform, equipment, money, jewellery, tidying up etc.).</li> <li>- We follow our class reliable routines - see behaviour on a page</li> </ul>
We are respectful.	<ul style="list-style-type: none"> <li>- We care for each other.</li> <li>- We show good manners.</li> <li>- We treat each other with respect and are tolerant.</li> <li>- We encourage and support one another</li> <li>- We take care of our school and each other's property</li> <li>- We look after our equipment and school</li> </ul>

	<ul style="list-style-type: none"> <li>- With support from others, we are able to admit when we have got something wrong, or have made a mistake.</li> <li>- We repair and reflect on situations when we have done something wrong so that we can learn</li> </ul>
We are safe.	<ul style="list-style-type: none"> <li>- We move around the school safely and in a controlled manner.</li> <li>- We follow school routines for entering and walking around the buildings</li> <li>- We follow our school's e-safety and anti-bullying guidelines.</li> <li>- We do not intentionally physically harm one another.</li> <li>- We play safely and encourage others to play safely</li> <li>- We stay on the school premises for the duration of the school day.</li> <li>- We wear appropriate clothing for P.E. (e.g. trainers, long hair tied back, earrings removed or covered)</li> </ul>

#### **4.Promoting positive behaviour**

We believe that positive acknowledgement is essential for building strong relationships. By welcoming each child warmly and recognizing them as individuals, we foster a sense of belonging that helps them feel valued and connected within our school community.

<b>Preventative and proactive strategies</b>	<ul style="list-style-type: none"> <li>● Class-based staff meet and greet children warmly by name</li> <li>● Teaching reliable daily routines to create safe and consistent classrooms</li> <li>● Clear class signals - attention / stopping/ quiet signals</li> <li>● Whole class visual timetables and transitions signalled effectively and rehearsed</li> <li>● Use of class movement breaks and calming times to respond to needs</li> <li>● Clear expectations: establish and communicate clear and consistent behavioural expectations. Ensure these are taught and drawn up in class charters and regularly revisited.</li> <li>● Positive reinforcement : regular visible and audible acknowledgement and specific praise</li> <li>● Promoting prosocial behaviours of respect and kindness through modelling and noticing in class and across the school</li> <li>● Engagement strategies: engaging teaching methods to maintain children's interest</li> <li>● Building positive relationships: staff actively fostering positive relationships between adults and children</li> <li>● Emotional education and Zones of Regulation proactively used throughout the day in all classes. Displays and daily check-ins. Calm corners and areas in class.</li> <li>● Encouraging children to take responsibility in being part of school community to enhance belonging</li> <li>● Teaching children how to make friendships and support one another, how to deal with different viewpoints and how to share. Targeted social skills groups and creating adult led positive social experiences, eg: at clubs</li> <li>● Consistent calm adult behaviour</li> <li>● Adult use of Emotion Coaching</li> <li>● Opportunities for nurturing times with adults, playing games, eating lunch with adults etc to develop positive relationships</li> <li>● Reasonable adjustments made to support pupils needs, move sit cushions, chair bands, ear defenders, access to water, daily snack time</li> <li>● Actions to support consistent attendance and punctuality</li> <li>● Children to be able to name 5 trusted adults to talk to in school</li> <li>● Well-being areas for pupils to go to calm and reset</li> <li>● Use of sensory breaks to support regulation</li> <li>● Use of ELSA time, support from MHST and play therapy</li> </ul>
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<b>Sharing our core principles</b>	Staff regularly promote, model and reinforce our core principles <b>Ready, Respectful, Safe</b> within lessons, assemblies and in reflections on pupil behaviour.
<b>Class Charter</b>	Each class establishes a <b>class charter</b> which is built on the core principles <b>Ready, Respectful, Safe</b> . Each class regularly revisits this charter to ensure all can follow it.
<b>Roles and Responsibilities</b>	Pupils are given <b>roles and responsibilities</b> in class and around school.
<b>Learning behaviours within the curriculum</b>	Through an engaging curriculum, pupils access challenges which allow them to learn and demonstrate a variety of <b>learning behaviours</b> including resilience, perseverance and independence. These learning behaviours are encouraged and applied in all lessons but may be explicitly taught in PSHE lessons. Pupils are praised when they exhibit a learning behaviour which has been an individual, class or whole school focus.
<b>Work in partnership with parents and carers</b>	Praise and positive behaviour is <b>shared with parents and carers</b> .
<b>The role of adults</b>	Staff <b>model</b> respect, tolerance, patience and professionalism with each other and the children.

**Positive acknowledgment that can be given to pupils:**

<b>Positive recognition</b>	
<b>Verbal and non-verbal praise</b>	To give feedback and to recognise positive behaviour. Verbal recognition is given regularly in class and around the school by all staff, it is specific and recognises key efforts. Non verbal recognition could be through a thumbs up, smile, 'well done' or a round of applause from the class.
<b>Class Dojo points</b>	To recognise positive behaviour in line with our core principles <b>Ready, Respectful, Safe</b> . <b>Dojo points</b> are awarded in class by any member of staff and recognise positive behaviour in line with our core principles (ready, respectful, safe). Staff acknowledge where points have been awarded, and what they were awarded for. At the end of a week, pupils may have the opportunity to change their avatars and parents may be informed of pupils' successes.  Any member of staff can award one 'Dojo' at any point in the school day (e.g. break, lunch, classroom, assembly, when moving around the school). Weekly dojo winners are recognised in a weekly assembly, with a special seat, recognition card and pencil.
<b>Recognition</b>	Pupils are recognised in their own classes They can be sent to other member of staff and to senior leaders for further positive recognition
<b>Sharing recognition with parent &amp; carers</b>	Staff can send postcards home to let parents know of certain achievements. Emails and phone calls home are also used to acknowledge positive efforts.

## 7. Emotion Coaching See Appendix 9 and 10 for Visual and Scripts

At Burlington Junior School, we use Emotion Coaching to support children's emotional development and regulation. This approach is essential as it helps children recognise, name, understand and manage their emotions, leading to improved resilience and better academic and social outcomes.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. It can form part of a proactive approach, teaching children about their emotions without them being in a crisis situation. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling heard. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

During the Emotion Coaching process, it is crucial to avoid overwhelming a child with too much talk when their emotions are heightened, as this can create challenges for staff. The main discussion should take place after their intense emotions have subsided. However, it's still valuable for the child to acknowledge and label big emotions in the moment as they occur.

Co-regulation with a trusted adult and relationship repair behaviours that do not meet expectations are not condoned in Emotion Coaching. When the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem-solve and engage in solution-focused strategies. Rather than focusing on consequences, we support children in recognising their own bodies' responses to strong emotions and teach them to self-regulate. This process includes co-regulation with a trusted adult and relationship repair, helping children develop the skills needed to manage their emotions and strengthen their connections with others.

### **Key Elements are involved in Emotion Coaching:**

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and exploring strategies to solve the problem at hand.

Staff have been trained to use the '**CALM**' approach when emotion coaching with pupils. We have developed supportive scripts for staff to use and adapt. The **CALM** approach is as follows:

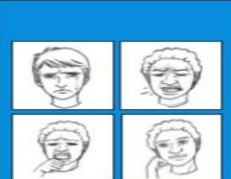



- **Connect:** Connect with the child by acknowledging their emotions. This involves being present, empathetic, and attentive, helping the child feel understood and supported. Staff should also connect to their own emotions to understand how they are feeling in the moment.
- **Acknowledge:** Validate the emotions the child is experiencing. This step involves naming the emotions, which helps the child identify and understand what they are feeling. For example, "I can see you're feeling really frustrated right now."
- **Limits:** After connecting and acknowledging emotions, it is important to set appropriate limits. This means clearly stating what behaviour is socially acceptable and what is not, while still validating the child's feelings. For instance, "It's okay to feel angry, but it's not okay to hit. Let's find another way to express how you're feeling." Setting limits helps the child understand the impact of their actions, while still feeling supported.
- **Make a Plan:** Work with the child to make a plan for how to handle the situation or similar situations in the future. This could involve problem-solving together, discussing alternative behaviours, or identifying coping strategies the child can use next time they feel a strong emotion. By making a plan, the child is empowered with tools and strategies to manage their emotions and behaviours more effectively.

## 8. Zones of Regulation

At Burlington Junior School we use the **Zones of Regulation** as a whole school strategy to help all children and adults understand their own emotions and those of others. In using these tools children learn to develop a set of skills to self-regulate and support their own emotional regulation. Our staff consistently used this shared language to discuss emotions and behaviours. Each classroom features a Zones of Regulation display and staff do daily check-ins with children.

Children learn about the Zones of Regulation at the start of an academic year and school assemblies promote a range of strategies throughout the year. Children learn about each zone and develop a “toolkit” of strategies they can use to support emotional states. Some children have smaller group work to develop their understanding further.

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

## 9. Restorative practices - to support repair Appendix 7

Restorative practice encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Our restorative approach, involves those responsible for and those affected by the behaviour in working together to solve the problem. It enables both parties to see different viewpoints, explore causes, understand how actions affect others and address harmful incidents in a supportive way. It provides strong messages of expected behaviours and unacceptable behaviours. It provides an opportunity to repair relationships. It enables new learning to occur in making a plan for dealing with similar incidents in the future.

Key questions are used.

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How do you feel now?
- What can you do to repair to make things right?
- What can you do next time to respect the person?



**10. Other supportive strategies**

We also use a range of other strategies such as “ **Team around the Child**” to support the child and adults working with them as well as “**Solution Circles**” to problem solve situations. Both of these are collaborative methods where professions and stakeholders come together around a child’s specific needs and support each other to reflect on practice and strategies. We will also consult with EISS for additional consultations and support . This approach ensures that the child receives comprehensive and coordinated care by pooling expertise from different areas. In some instances we create a positive behaviour support plan so that all can be aware of triggers and positive actions that help.

**11. Discouraging unacceptable behaviour**

Where a pupil’s behaviour falls below the expectations of the school, all members of staff will support pupils in recognising this and reflecting on why this has happened. Children are guided to understand the impact of their actions and consider alternative responses. Reasonable adjustments to the pupil’s environment may be made to support them in making good choices, e.g. providing a pupil with a concentration tool or a move-sit cushion, removing a distracting item or sitting in a different position in the classroom.

In some cases, this may result in a consequence such as a verbal warning, a movement break in or out of the classroom or ‘reflection time’. In all circumstances, where these incidents do occur (in class, at lunch, off-site on trips), the five-step sequence below should be followed. We have incorporated the use of micro scripts to support staff. A quick, scripted conversation may support pupils in recognising that they are responsible for making a change to their behaviour. It is predictable, safe and reminds pupils of positive moments.

**12. A graduated response to unexpected behaviours**

A graduated response to unexpected behaviours	
Steps	Action
Proactive	The following is a list of positive redirection tactics, from least to most intrusive:

	<p>strategies</p> <p>Also see promoting positive behaviour chart</p>	<ul style="list-style-type: none"> <li>• Tactical ignoring - For a short period of time.</li> <li>• Tactical pausing - Pause, emphasises attention and focus.</li> <li>• Non-verbal cue - A clear, discussed cue that gives a message.</li> <li>• Name reminder- Integrate name into teacher talk.</li> <li>• Proximity praise- Praising a pupil for following expectations to direct another pupil without drawing attention to negative behaviour.</li> <li>• Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.</li> <li>• Rule reminder to the class - Could ask a question 'What is our rule for.....?' When.....then..... Keeps focus on the desired outcome whilst allowing pupil to see the next steps.</li> </ul>
1	Non verbal warning	<p>Non verbal cues: use of gesture, or facial expression to signal a need for change of behaviour without disrupting the class. For some children the adult and child may come up with their own agreed signal.</p>
2	Reminder	<p>If the behaviour continues...</p> <p>A calm, quiet private verbal reminder of expected behaviour and a reminder of the three principles (ready, respectful, safe) <b>delivered privately</b> wherever possible.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p><u>Microscript</u></p> <p><i>X I can see you are finding it difficult to focus, this is a reminder that you need to listen respectfully during the input so that everyone can learn.</i></p> <p><i>I noticed you are ... (state the noticed behaviour). This is a gentle reminder that we need to be ... (state relevant rule: Ready, Respectful, Safe) by .... (state expected behaviour) You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)</i></p> <p><i>Example - 'I notice that you're rushing about running. Please walk so that you are safe. Thank you for listening.'</i></p>
3	Warning	<p>If the behaviour continues...</p> <p>A clear quiet verbal / visual warning delivered privately, wherever possible, making the pupil aware of the expected behaviour and of their behaviour and the consequences if they continue.</p> <p>An opportunity to allow the child to make a positive choice. Allow take up time. Use the phrase - think carefully about your next step.</p> <p><u>Microscript</u></p> <p><i>You need to ... (state the noticed behaviour). This is the second time I have spoken to you. I need you to .... (state expected behaviour). I know you can do this. If you carry on you will have to talk to me for two minutes after the lesson.</i></p> <p><i>(Insert child's name) ... if you choose not be (ready/ respectful or safe) again, I will have to move you to ... / the quiet area / concentration station , etc. I have seen you listen</i></p>

		<p><i>respectfully in maths ... (model of previous good behaviour) That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you.</i></p> <p><i>(Give child 'take up time'/ processing time and DO NOT respond.)</i></p> <p><i>Example- 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you carry on you will be choosing to catch up with your work in another class or playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.</i></p> <p><i>Other script starts:</i>  <i>I need to see you ... ( follow the agreed routine for...)</i>  <i>I expect ... ( to see your table immaculately tidy in the next two minutes)</i>  <i>I know you will ... ( help X to clear up the mess )</i>  <i>Thank you for... ( letting go of her hair, let's walk and talk)</i>  <i>You need to understand that every choice has a consequence. If you choose to work that will be fantastic and this will happen.. if you choose not to work, then this will happen... I leave you make up your mind.</i>  <i>I am not leaving , I care about you.</i></p>
4	Last chance	<p>Speak to the student privately (wherever possible) and give them a final opportunity to engage. Offer a positive choice to do so and refer back to previous good behaviour.</p> <p>A micro-script may be used here to support the pupil in recognising and reflecting on their behaviour.</p> <p><i>I notice you are still finding it hard to ... despite me giving you some quiet reminders. It is the rule about ready/ respectful/ safe that you are not following. You have chosen to ....</i>  <i>Do you remember when you ... (e.g. of the expected behaviour)?</i>  <i>That is who I need to see today.</i>  <i>Thank you for listening.</i></p> <p>Use above micro-scripts and sometimes give a visual to act as a prompt.</p>
5	Reflection time out/ space to cool off  'Time in' with another adult/class	<p>This might consist of a short time (15 mins) with another teacher in a different classroom, time spent outside the classroom with the class teacher or TA, or time spent in a quiet area on the edge of the field at lunchtime. It is a few minutes for the pupil to calm down, breathe and look at the situation from a different perspective.</p> <p>In some situations, the incident may be recorded on CPOMS (Child Protection Online Management System) and pupils may be asked to record an account of the events.</p>
6	Escalation	<p>If a child's behaviour is persistent/ continuous / extreme, a member of the Senior Leadership Team should be called with a red card/walkie talkie to support and allow for a natural consequence.</p>
7	Repair	<p>This could be a quick chat or gathering of all parties so that all of those involved reflect on their behaviour, consider what they may do differently and then repair and move on.</p>

	This conversation may happen some time after the incident and when the pupil is calm.
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**Please see Appendix 7 for restorative justice prompts.**

Parents will be informed if this behaviour is repeated and becomes a concern.

If work is not completed within the classroom, class teachers may have conversations with parents about completing work at home.

There may be rare occasions when the teacher needs to keep the whole class in for a few minutes at break or lunch to investigate poor behaviour choices. This will only be for a short time and the teacher will quickly send out children who they can identify as not being involved. Year leaders monitor behaviour of all classes and the rewards and sanctions used in their year team.

Although rare, there are some more serious types of behaviour which will result in the incident being recorded immediately and the stepped sanctions sequence will begin at step five. This is because the behaviour has occurred quickly and has involved bullying, intimidation or physical harm of another pupil or member of staff. It is important that these moments are recorded on CPOMS and that the pupils involved are asked to reflect on what has happened with an adult so that their behaviour triggers can be identified. Following a conversation with a member of the Senior Leadership Team, a sanction appropriate to the event will be decided on.

### **13. Physically and Verbally Abusive Behaviour Towards Peers or Staff**

If there is an ongoing pattern of physical or verbal behaviour that isn't improving, children will spend lunch/play inside or they may be given a designated area to play in.

Senior leaders will observe in class to see if there are adjustments that can be made, e.g. change of seating, pairings, access to quiet space to complete some parts of learning and then retire, ensure access to movement and sensory breaks are in place.

Children who have SEND may have alternative sanctions put in place depending on their need. All incidents will be recorded on our CPOMS system.

At this stage, a pupil will be working with SLT and parents to agree an appropriate sanction which may also include working with the Education Inclusion Support Service (EISS), lunchtimes at home and/or a reduced timetable.

### **14. Serious Unacceptable Behaviour**

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the property and personal possessions of others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate or demean the individual being bullied.

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of illegal drugs, alcohol or tobacco.
- Possession of banned items.
- **Tuancy** and **running away** from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Use of mobile phones without permission.
- Graffiti.
- Any behaviour that requires the immediate attention of a staff member.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that threatens safety or presents a serious danger.

#### **15. Low- level unacceptable behaviour or unsettled behaviour**

We remain curious about the nature of unsettled behaviour, which we define as any behaviour which may disrupt the education of the child exhibiting the behaviour and/or other pupils, including, but not limited to, the following:

- Lateness;
- Low-level disruption and talking in class;
- Rudeness;
- Failing to follow an instruction.

#### **16. What are the expectations of staff when dealing with unacceptable behaviour?**

- To support children in recognising and reflecting on their behaviour choices;
- To remain calm, fair and consistent, giving clear instructions and regular prompts of class rules and expectations;
- To take time to self-regulate before discussing behaviour incidents if this is needed;
- To discuss the pupil's behaviour with them (when the pupil is calm), including the reasons for it, how it could have been avoided and how and why it is being recorded. This may be the next day when they are regulated;
- To make reasonable adjustments in order to support pupils with their behaviour, e.g. providing a pupil with a concentration tool or a move-sit cushion, changing seating positions in the classroom, finding out what is bothering them, removing a distracting item of stationery;
- To review behaviour with pupils privately (not in front of the whole class) wherever possible;
- To recognise that the behaviour may be the result of a particular need or circumstance which extends beyond the classroom and follow appropriate safeguarding measures where necessary;
- To have positive, unconditional regard for a child, understanding that children are not defined by their behaviour;
- To implement new routines which may be needed to support a child who is finding it difficult to regulate their behaviour;
- To support each other when de-escalation is needed;
- To have the opportunity to take time to reflect on behaviour incidents where appropriate and review a pupil's behaviour with SLT if required;
- To keep clear, consistent and dated records of incidents, triggers, consequences and strategies which supported the pupil, including meetings with parents (CPOMS);
- To consult with the Senior Leadership Team where additional support is required and implement recommendations where appropriate;
- To be able to attend training sessions regarding behaviour when required.

#### **17. Strategies which are not acceptable (please see the 'safeguarding policy' for further detail)**

- sanctions that deliberately humiliate children;
- lengthy whole class detentions (longer than 3 minutes);
- keeping a child after school, unless a personalised behaviour plan is in place;
- breaching professional conduct and contravening safeguarding guidance.

### **18. Working with parents/carers**

Where a class teacher has a concern about a child (one-off incident or a general concern), they should contact the child's parent(s) or carers to inform them of the concern and discuss what is happening in school. This should be via a face to face meeting, phone call or email in order to ensure that there is dialogue about the child / incident. This contact should be recorded on CPOMs.

If parents/carers or a class teacher feels that additional provision or action is required to support a child, they should contact SLT to discuss this, via the school office. Parents should note that the school will need time to investigate the concern so that all evidence and viewpoints can be collected. Where there has been unkind behaviour, a member of staff will contact the victim and their family to discuss the situation but may not contact the perpetrator and their family immediately until further evidence has been gathered.

#### **Parents can support their children in the following ways:**

- By working in partnership with the school to reinforce expectations regarding good behaviour and the home/school contract;
- By ensuring that their children attend school regularly and on time;
- By ensuring that homework is completed;
- By regularly monitoring their screen and phone use;
- By attending events for parents, such as parents' evening, open mornings and parent forum meetings;
- By helping their children to bring appropriate materials and books to school;
- By supporting the aims of the Behaviour Policy;
- By contacting the school if there are any concerns regarding their child's work or behaviour or other issues such as diet and sleeping patterns.

**We insist that parents, however concerned, do not raise issues with other parents, and especially children, on the school grounds or beyond, ie: on school trips. All issues should be brought to the schools' attention.** If a parent feels an issue remains unresolved after meeting SLT, then they will be directed to the [complaints procedure](#).

The school has no sight of class Whatsapp groups and ask that any concerns are brought to the schools' attention.

**Please see Appendix 4** for information regarding the school's policy on behaviour incidents that take place outside the school premises.

### **19. Supporting pupils with SEND / SEMH**

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties or sensory disorders. These children will be supported using a variety of

strategies and these will be developed with key adults within the child's life (staff, parents, outside agencies/professionals) in order to best meet their needs.

We also recognise that children with social, emotional and mental health needs (SEMH) may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning, e.g. pitch of task or classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on their behaviour and find ways to repair the situation. We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

Actions taken to support these pupils will be in line with the school's Special Educational Needs and Disabilities policy.

## **20. Bullying / discriminatory language**

Behaviour that threatens, upsets or hurts children is not tolerated. If this behaviour is persistent and targeted, this is bullying. Please refer to our **anti-bullying policy** for further information about the ways in which the school addresses bullying.

We are an inclusive school and encourage children to respect people from all backgrounds. If a pupil uses racist, sexist or homophobic language with or without intent, a member of staff will investigate and educate the pupil on the impact of using this language, allowing them the opportunity to reflect on their use of language. Any racist or discriminatory language should be logged by the adult recording it on CPOMs which will later be shared with AfC.

Children are encouraged to be active bystanders and tell adults in school when they hear any discriminatory language being used. The phrase '**call it out**' is used to teach children about the importance of sharing these incidents with staff so that those using discriminatory terms can learn about the impact of this on others around them.

## **21. Safeguarding**

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy, particularly the child on child abuse section. They should also consider whether continuing disruptive behaviour might be the result of their educational or other needs not being met. At this point, the school should consider whether a multi-agency assessment is necessary.

If the school is managing a complicated issue, which could involve discrimination or sexual harassment between children the safer neighbourhood officer linked to the school may be contacted for advice.

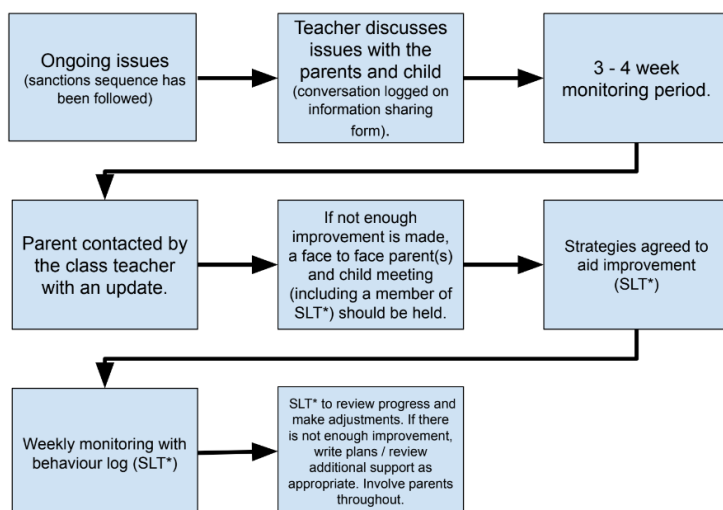
## **22. Child on Child Abuse, Sexual Harassment and Discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, the use of sexualised language, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any recurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Staff members will record incidents on CPOMs.

## **23. Ongoing behaviour issues**

Where a child demonstrates ongoing issues with behaviour, class teachers should review the pupil's behaviour with a member of SLT\*. Where possible, the pupil's behaviour triggers will be identified so that a behaviour log can be put in place. We identify what skills the child needs to work on. This will support the child by providing them with small steps to work on so that they can develop their behaviour skills in school. We monitor this closely and log behaviours. We meet with parents and the child to review progress at agreed intervals and set new targets to work on. The pathway below should be followed:



*\*SLT is considered to involve the Headteacher, Deputy Headteacher and Assistant Headteacher / Inclusion Leader as appropriate.*

## 24. Suspension and Permanent Exclusion

When a child's behaviour is not showing signs of improvement, the school works with other professionals and agencies to support the child and their family. Persistent negative behaviour or serious incidents may lead to suspension or permanent exclusion. Burlington Junior School can execute its power of exclusion either as a fixed suspension or on a permanent basis. This decision is taken by the Headteacher. If a child is suspended or excluded, the school follows Kingston's policy and guidelines, [Achieving for Children's exclusion procedures](#) and statutory [guidance](#) from the Department for Education.

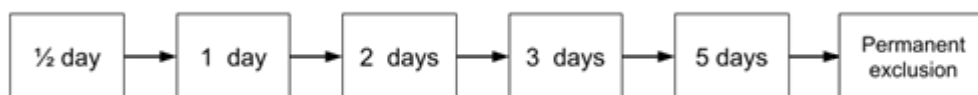
### **Suspension**

**Definition:** A pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods. A suspension does not have to be for a continuous period. A suspension can also be for parts of a school day.

Suspensions will be used as **a last resort**. They may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. The circumstances below provide some examples of this:

- A child runs out of school which means they are not safe;
- A child behaves in an unsafe manner;
- A child has used persistent offensive language;
- A child dangerously threatens or hurts another person;
- A child has repeatedly been violent or confrontational, refusing to follow an adult's instructions.

Involvement with outside agencies are always triggered by a suspension. Suspensions will follow the sequence below at the school's discretion.



Parents / carers have the right of appeal to the Governing Body against any decision to exclude.

### **Permanent Exclusion**

We use this as a last resort.

**Definition:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and,
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

### **25. Monitoring of the school relational behaviour policy**

Behaviour in the school is monitored by the Head and Deputy Headteacher. During weekly meetings, any serious incidents are discussed so that further school action can be implemented or planned for. At the end of each term a behaviour and incident log is analysed for patterns and trends. This is monitored by SLT and the Safeguarding Governor.

This policy is revised annually with all staff and Governors.

This policy must be read in conjunction with the school's inclusion policy, safeguarding policy, anti-bullying policy and uniform guidelines. Staff should also consult the Staff Handbook and Code of Conduct for further guidance.

### **Appendices:**

1. **Governing body's statement of behaviour principles**
2. **Screening and searching pupils**
3. **Use of reasonable force and physical contact**
4. **The power to discipline beyond the school gate**
5. **Pupil allegations against staff, volunteers or other adults**
6. **Pupil Reflection Form**
7. **Restorative justice visuals**
8. **Adverse childhood experiences**
9. **Emotion coaching and CALM and scripts**
10. **Behaviour on a page**

## **Appendix 1 - Governing Body's Statement of Behaviour Principles**

This document is not policy or practice, rather it is a statement to set out Burlington Junior School's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the head teacher, Mrs Utting, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

This is why, at Burlington Junior School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

### **Principles**

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Burlington Junior School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the Headteacher and governing body, and clearly set out within the school's Behaviour Policy.

### **General expectations**

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and online bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the Headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Burlington Junior School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

## **Appendix 2 - Screening and searching pupils**

### **Confiscation of Possessions**

At Burlington Junior School, staff may confiscate items that are of high value, deemed inappropriate, are against school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion as to whether the item is returned directly to the child or given to the parent/guardian. Items should usually be returned no later than the end of that school day. Parents/guardians should be made aware if an item has been confiscated and given the reason for the confiscation, (e.g. inappropriate or valuable).

### **Searching**

Staff do have the power to search without consent for prohibited items, which include the following:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where a search has taken place, parents will always be informed and will also be made aware of any actions taken as a result of the search.

The DfE legislation (below) sets out what must be done with prohibited items found as a result of a search as well as how a search should be conducted.

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

### **Appendix 3 - Use of reasonable force and other physical contact (including positive handling)**

In line with [DfE guidance](#), members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at school or among pupils. This is a last resort and will only ever be used in the most extreme circumstances. Parents are informed if this has been used and children are given a chance to explain or write how it made them feel and what could have been done differently.

In very rare circumstances, where the child presents either a danger to him/herself or to others, positive handling will be used. This will be carried out by a member of staff who is trained in positive handling in the presence of at least one other member of staff. It will be used only to move a child to a place of safety where the child can calm down. Parents will always be informed and the incident recorded on CPOMs. A risk assessment may also be put in place for all on site and off site activities if a child is known to exhibit behaviour that may require regular positive handling.

#### **When and where to use positive handling**

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others. If a member of staff decides that positive handling is appropriate and an action of last resort then they should always:

- Give a warning to the child that a physical intervention may have to be used.
- Use an appropriate means of positive handling, such as standing between or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- Try to ensure that they do not use positive handling until another responsible adult is present to support, observe or call for assistance.

#### **Examples of situations that particularly call for judgements of this kind include:**

- a child physically attacks a member of staff or another child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property
- a child is causing or is at risk of causing injury or damage by rough play or use of an object
- a child leaves school at an unauthorised time
- a child persistently refuses to follow an instruction to leave a classroom
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit

In these examples use of force would be reasonable (and therefore lawful) if it is clear that the behaviour is dangerous and the situation could not be resolved in any other way. Staff must take account of the individual needs of the child and their understanding of the situation.

As part of a behaviour plan, children will be aware that positive handling may be an option. For example, if a child leaves the classroom and refuses to return to a safe space within an agreed timescale. At this point assistance will be requested, either to help or to simply ensure all procedures are correctly followed by the adult involved.

## **Recording of incidents**

Staff report incidents on CPOMs any time they have used any kind of positive handling which include the following details:

- When? Where? Why? Who with? How long? How were they held?
- What were the triggers?
- Were there any successful calming strategies

Once complete, these incidents and forms are reviewed by a Designated Safeguarding Lead (DSL). They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. A member of SLT will inform the parents of the child.

All accidents, incidents or near miss reports must be recorded.

Following any incidents where force has been appropriate the head teacher will make arrangements to support the staff and children as these can be upsetting times.

Children will also be given the opportunity to discuss how the situation made them feel.

If necessary, first aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with senior staff to review if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

## **Appendix 4 - The power to discipline beyond the school gate**

Pupils at Burlington Junior School should represent the school in a positive manner. Staff can issue sanctions for behaviour which takes place outside of the school premises when the following circumstances apply:

- When the pupil is wearing school uniform;
- When the pupil is travelling to or from school;
- When the pupil is taking part in any school-related activity;
- When the pupil is in any way identifiable as being a pupil at the school.

As a school, we will also respond to concerns regarding children's behaviour outside of school which could result in the following circumstances:

- Behaviour which could have repercussions for the orderly running of the school; or
- Behaviour which poses a threat to another pupil, a member of staff at the school, or a member of the public (online and offline behaviour); or
- Behaviour which could adversely affect the reputation of the school.

Bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's anti-bullying policy; however, where there are serious incidents, witnesses should contact the police or social services in the first instance.

Pupils, parents and staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident. Parents should appreciate that in some cases it is difficult to ascertain factual evidence about the incident when it is taken place outside of school.

In cases of misbehaviour outside of the school premises, depending on the circumstances and evidence collected, staff will discuss the incident with pupils involved. This may result in the pupil receiving a sanction at school, however parents must recognise that this often is not possible as the incident happened out of school hours, off site and possibly unwitnessed.

Children and adults can be unpleasant on social media and technology. Where issues occur, we would normally inform both sides and expect action to be taken at home such as loss of devices for a time or removal from a platform. We also encourage parents to report any bullying to the social media company for example. In all cases, the age restrictions of the apps or social media will be a benchmark. Age restrictions on social media are there to protect everyone. If these age restrictions are not being adhered to at home, the school cannot be expected to spend large amounts of time resolving issues where children should not be using the sites or platforms in the first place.

### **Appendix 5 - Pupil allegations against staff, volunteers or other adults**

Allegations can be made against anyone. All staff should be aware of their professional duty to provide maximum reassurance to all stakeholders. We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations against Adults Working with Children). If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LADO.

The school will follow the LSCB procedures for managing allegations against staff and other adults working with children, a copy of which will be readily available in the school.

Where the allegation is determined to be **false** or **malicious**, additional support is offered for the pupil, family member and member of staff. Advice may be sought from the local authority for the best course of action moving forward


## Appendix 6 - Pupil Reflection Form



### Child Restorative Reflection



Name	Date
Class	

1. What happened? Be factual				
2. What were you thinking at the time? What zone were you in put a tick. <table border="1"><tr><td>Sad sick tired bored hungry</td><td>Happy calm ready to learn</td><td>Frustrated, worried, excited</td><td>Angry, terrified, elated</td></tr></table>	Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated
Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated	
3. How did this make people feel? What zone might they be in? <table border="1"><tr><td>Sad sick tired bored hungry</td><td>Happy calm ready to learn</td><td>Frustrated, worried, excited</td><td>Angry, terrified, elated</td></tr></table>	Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated
Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated	
4. Who has been affected by this?				
5. What should we do to repair this and put things right?				
6.  How can we do things differently in the future?				

**Appendix 7 Restorative Justice Prompts – to help children reflect and repair**

<p>  sound   prompts   to   support   repair   what happened?   restorative justice   what were you thinking or feeling?   who has been affected?   how do you feel now?   what can you do to repair?   what can you do next time?         </p>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking?</li> <li>3. Who was affected?</li> <li>4. What are you thinking or feeling now?</li> <li>5. What needs to happen to repair it or put it right?</li> <li>6. What can I do next time?</li> </ol>
<p><b>1</b></p> <p>  made a silly noise   tripped   said to someone   walked out   took my work up   hit   broke something   refused to do work   hurt someone   took something   went somewhere   looked at my work   threw something   said to someone         </p> <p><b>What happened?</b></p>	<p><b>2</b></p> <p>  worried   confused   angry   sad   shocked   scared   embarrassed   sorry   guilty   upset   nervous   tired   stressed   okay   fine   stuck   stupid         </p> <p><b>What were you thinking or feeling ?</b></p>
<p><b>3</b></p> <p>  me   a friend   a teacher   a member of staff   a member of the public   my parents &amp; carers   someone else's family   my siblings   someone else   my family   a group   a school   other people   classmates         </p> <p><b>Who has been affected?</b></p>	<p><b>4</b></p> <p>  sad   sorry   guilty   worried   shocked   embarrassed   upset   nervous   stressed   okay   fine   stuck   stupid   tired   stressed   thumbs up         </p> <p><b>What are you thinking or feeling now ?</b></p>
<p><b>5</b></p> <p>  write a letter   talk with someone   say sorry   take an apology   write a letter   talk with someone   say sorry   take an apology   write a plan   write a letter   talk with someone   say sorry   take an apology   write a plan   write a letter   talk with someone   say sorry   take an apology         </p> <p><b>What needs to happen to repair it and put it right?</b></p>	<p><b>6</b></p> <p>  talk to a teacher   ask for equipment back   go to a safe place   talk to someone   write about the in the area   stand for 10-15 mins   do something nice to do   talk to a teacher   ask for equipment back   go to a safe place   talk to someone   write about the in the area   stand for 10-15 mins   do something nice to do   talk to a teacher   ask for equipment back   go to a safe place   talk to someone   write about the in the area   stand for 10-15 mins   do something nice to do         </p> <p><b>Next time I could...</b></p>

## Appendix 8

### **1. Adverse childhood experiences and trauma**

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).



### **Impact of ACEs**

Similar to attachment needs, experiencing ACEs can significantly impact future physical and mental health. Additionally, ACEs can often serve as barriers to the formation of healthy attachment relationships for children. Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

### **Other areas impacted by exposure to ACEs include:**

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to self-regulate and behave in socially expected ways in school settings.
- Difficulties coping with emotions safely without causing harm to self or others.

The foundation for supporting children with ACEs lies in establishing positive and nurturing relationships with caring adults. Additionally, opportunities to build resilience, enhance a pupil’s emotional literacy, and engage in positive restorative conversations are constructive steps in connecting with traumatised pupils.

## Appendix 9

## Emotion Coaching C.A.L.M

Staff have been trained to use the 'CALM' approach when emotion coaching with pupils. We have developed supportive scripts for staff to use and adapt. The CALM approach is as follows:

- **Connect:** Connect with the child by acknowledging their emotions. This involves being present, empathetic, and attentive, helping the child feel understood and supported. Staff should also connect to their own emotions to understand how they are feeling in the moment.
- **Acknowledge:** Validate the emotions the child is experiencing. This step involves naming the emotions, which helps the child identify and understand what they are feeling. For example, "I can see you're feeling really frustrated right now."
- **Limits:** After connecting and acknowledging emotions, it is important to set appropriate limits. This means clearly stating what behaviour is socially acceptable and what is not, while still validating the child's feelings. For instance, "It's okay to feel angry, but it's not okay to hit. Let's find another way to express how you're feeling." Setting limits helps the child understand the impact of their actions, while still feeling supported.
- **Make a Plan:** Work with the child to make a plan for how to handle the situation or similar situations in the future. This could involve problem-solving together, discussing alternative behaviours, or identifying coping strategies the child can use next time they feel a strong emotion. By making a plan, the child is empowered with tools and strategies to manage their emotions and behaviours more effectively

### Appendix 10 Emotion coaching scripts

Step 1: **Connect** (tune into the child's feelings and your own)

- Use the iceberg analogy to help you to look beyond the behaviour that you see.
- What is the child communicating through their behaviour?
- What needs are and are not being met?
- How might the child be feeling? Why? What might they be thinking? What do they need?
- How is this making you feel and is there anything you can do or say to yourself to support you with these feelings?

**Step 2: Acknowledge (Label and validate feelings)** Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

- *"You seem angry to me" or sad, upset, fed up etc. "You look kind of angry?"*
- *"I can see you are angry." "The way you are feeling seem to be making you/ made you angry." "You're worried about..." "I can see that something's not quite right – can you tell me about it?" I am wondering if you are sad about.*
- **Affirm and empathise with the emotion, allowing time and space for calming down.**
- *"I'm sorry that happened to you, you must have felt angry?" "I would feel angry if that happened to me." "I understand why you are angry." "It's normal to feel angry about that." "It's ok to feel angry about that." "I know you're feeling angry – I would feel the same too."*

### **Step 3: Limit setting**

- **Separate emotion from the behaviour. Clarify what is an acceptable expression of emotion, and what is not. Allow time and space for calming down.**
- *".... It's not ok to hit/ bite/ push/ shout at your friend."*
- *".... Hitting is not acceptable."*
- *".... The rules are that we don't hit people "*
- *".... We don't deal with ..... by hitting our friends"*
- *".... You cannot hit people"*
- *".... hitting is not helpful."*

**Step 4: Make a plan (problem solve and find solutions together)** Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to take ownership. Visual restorative justice sheet can help here.

- *"Let's think of what we could have done instead."*
- *"Can you think of a different way to deal with your feelings?"*
- *"I can help you to think of a different way to cope."*
- *"Can you remember feeling this way before, and what you did?"*
- *"Have you thought about doing this instead?"*
- *"How did you handle it last time?"*
- **"Agreeing possible solutions and 'scaffolding' suggestions where appropriate.**
- *"Try and do this next time you feel like this."*
- *"Let's decide what you will do next time you feel like this."*
- *"What do you think you can do better/ change next time?"*
- *"Do you think doing that would be more helpful for you and others?"*
- *"What could you have done?"*
- *"How do you think you will react next time, or if this happens again?"*

## **Appendix 11 - Behaviour on a page**



## BJS Behaviour on a page



### Visible Adult Consistency

We

7. Meet and Greet
8. Follow -up
9. Teach routines
10. Build relationships
11. Praise in public, reprimand in private
12. Promote and teach self and co- regulation

### Reliable Routines

We expect staff to teach

11. team stop - class ready
12. Magnet Eyes
13. Wonderful walking
14. Legendary lines
15. Marvellous Manners
16. Talk partners/trios
17. Settling routines morning
18. Class movement breaks
19. Tidy up
20. Dismissal routine

### Over and Above

We recognise with

8. Verbal and non verbal praise
9. Dojo points
10. Dojo winners weekly
11. Positive phone calls home
12. Positive emails home
13. Positive note

### Stepped Sanctions

**Reminder /Redirection** - relate to R.R.S

Eg point out correct . I am reminding you to ..

**Warning** - this is a verbal warning that I need to ..

**Last chance** -

**Take time to self regulate**

**Reflection and repair**

### 30 sec Scripted intervention

**I have noticed that you are ..**

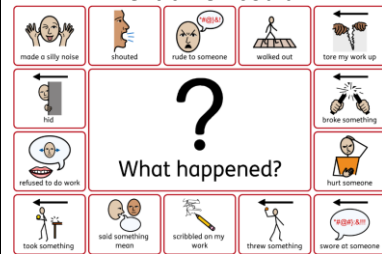
*( having trouble getting started, distracting others, getting upset)*

**You are not being ...respectful/ safe or ready . State which one Or At BJS we are ready, respectful and safe are you are not being... I wonder if you are feeling ..**

**You need to ... (refer to action to support behaviour eg move to another table, have a movement break , take time to calm, look at your work to ..) or You can complete the work now or you will need to complete it at lunchtime.. Thank you..**

### Repair with restorative questions

- What happened?
- What were you thinking or feeling/
- Who has been affected?
- What are you thinking or feeling now?
- What needs to happen to repair and put it right?
- Next time I could ...



### Zones of Regulation

We use this in the whole school in every class



### Emotion Coaching

We use emotion coaching to help us respond and calm

- C** Connect to the child and label the emotion
- A** acknowledge and & empathise with the emotion
- L** set limits to the behaviour
- M** Make a plan to problem solve

### Child Stop It Script

We teach children to get themselves safe.

**Hold up hand with stop gesture**  
**Stop it , I don't like it.**  
**Stop it, I don't like it, it makes me feel ...**  
**Stop it! I will need to tell an adult**