



# Pickering Community Junior School

## Relational Behaviour for Learning Policy

### School Ethos and Values

At Pickering Community Junior School, our core value is 'To care'. This represents both our academic attitude as well as our emotional ethos, as we feel that positive relationships form the foundations of both. Children who care and have been taught to care will have the ability to form meaningful and caring relationships, which will provide the foundations to becoming well-rounded members of society. This policy should be followed by all members of staff and supply teachers consistently.

As part of our school values, we use the 'To care' acronym to support and communicate our core school values to all our stakeholders:

<b>T</b>	<b>Tolerance</b>	We understand that people are different in many ways and include them all in our learning, games, discussions and friendships. We accept, celebrate and strive to understand any differences we find in others.
	<b>Ownership</b>	We take ownership of our actions, are honest about them and understand we are responsible for their consequences. We understand that our schoolwork is our responsibility and take ownership of our attitude and pride in our achievements.
<b>O</b>	<b>Community</b>	Helping and encouraging our school and wider community sits at the heart of everything we do. We are active members of our community and impact it positively.
	<b>Aspiration</b>	We aspire to fulfil our potential in every area of learning, as well as being aspirational in our personal development. We talk about our aspirations and how we will achieve them.
	<b>Resilience</b>	Learning, growing and making sense of the world can be tough, but we know that giving up is the worst thing we can do. We keep trying and improving, showing our mettle in all our endeavours.
	<b>Empathy</b>	We know that different things affect other people in different ways and understand that feelings and emotions will affect the way someone behaves. We are compassionate towards others.

Our policy has relationships and restorative practice at its core and has been written following discussions with staff, parents, children and governors. It is informed by training and research undertaken in emotion coaching, attachment and trauma informed practice and reflects the collective principles and shared values of the school.

### Aims

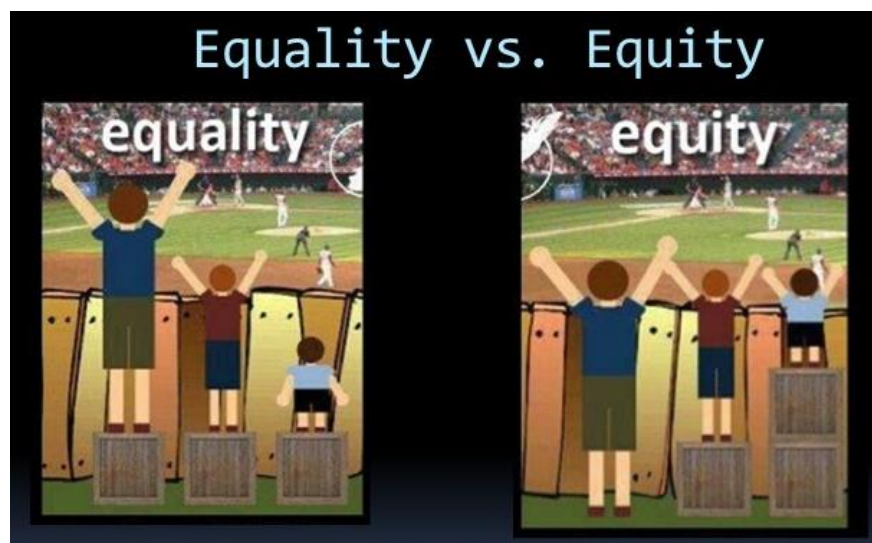
- To create an environment where all staff, pupils and stakeholders feel safe, cared for and enjoy a sense of belonging, while encouraging individuality
- To create a school community that is supportive, accountable and respectful
- To create a culture of respect, empathy and inclusion, which promotes safe and positive relationships between all members of our school community
- To encourage children to develop positive behaviours for learning and equip them with the skills to become life-long learners
- To develop an understanding of responsibility for one's own actions and their impact on others

- To understand how feelings, thoughts and emotions are linked to behaviours and know that behaviour is often a form of communication and expression of an underlying need. To seek to ultimately respond to underlying causes of behaviours, rather than only the presenting behaviours themselves
- To use restorative practice effectively to resolve and repair relationships in a timely manner
- To provide a clear, fair and consistent approach to behaviour, that takes into account any personalised need that may arise
- To enable staff to support children with their behaviours and teach strategies to manage their behaviours, learning to cope with all aspects of their life and understanding the importance of social relationships in a community of mutual engagement

### **Core Principles**

The best way to share and reinforce our values and behaviour expectations is by quality first teaching. Staff are encouraged to regularly employ opportunities during lessons and assemblies to reinforce positive behaviour. Where appropriate, staff will organise responsive PSHE sessions to address emerging issues in their classes. This approach is encouraged. Our PSHE curriculum, which is based around the Jigsaw scheme of learning, helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. As well as this they develop the knowledge, skills and understanding to prepare them to play an active role in society and for life and work in modern Britain.

At Pickering Community Junior School, we know that children often need personalised approaches to behaviours to support their well-being and personal development. Although we adopt and encourage shared values, a consistent approach does not mean that responses are the same for every child or every behaviour. Staff use their discretion and professional knowledge of the pupils involved to determine how best to implement this approach and who to involve. Consistency is about persistently responding to behaviours in line with the values of this policy. Being fair and consistent is not about giving everyone the same, but about giving everyone what the need in order to thrive.



In order to sustain their behaviours, some children will require additional support. These children will have a Positive Behaviour Plan (PBP) which will consist of a formal document that will support children to self-regulate. This will also indicate specific needs of individuals to all staff involved with that child, in order to ensure a consistent approach. All PBPs will be personalised to each child and written on a needs base only. A PBP's purpose is to help adults manage a child's ability to regulate their behaviours and not a tool to monitor perceived poor behaviours.

At Pickering Community Junior School, we employ 'The Relational Approach' to behaviour management. There are three principles to this model of behaviour management, which we encourage all staff to employ: Developing Relationships; Responding and Calming and Repairing and Restoring.



\* From 'Guidance for Developing Relational Practice and Policy' by Babcock Learning and Development Partnership and Devon County Council 2020

## General Expectations

All adults working in school are expected to act as exemplary role models - using praise, encouragement and positive reinforcement whilst offering guidance to children and providing conscientious supervision of pupils at all times.

At Pickering Community Junior School, we have high expectations of conduct and learning behaviours. We promote outstanding behaviour by celebrating success and reinforcing positive behaviour, especially when children have demonstrated 'above and beyond' actions or attitudes. The children are praised for being good role models and are encouraged to take responsibility for their own actions.

Children should not be rewarded for adhering to the school expectations, as this is the requirement. Additionally, rewards and praise should be accessible to all. Persistently rewarding 'the best score' or 'the first to finish' automatically limits the number of children who will be able to achieve and causes ill feeling and lethargy amongst peers. We recognise however that there are times within the curriculum where competition is appropriate and healthy. Good sportsmanship, participation, and achievement, in games are highly valued.

## Expectations for Different Parts of the School Day

As well as a high level of nurture and empathy, it is vital children have clear boundaries and predictable routines in order to feel safe. As such, we have expectations for the various areas within the school as well as for conduct during specific 'whole school' activities such as assemblies.

### **- Start and the End of the School Day**

Children should walk along the path to school and dismount from any bikes or scooters. They should enter and exit school in a calm and organised fashion. They should be prompt and considerate when using cloakrooms and shared spaces. Children must turn off mobile phones or electronic devices before entering the school site and hand them in at the start of the day, to be returned to them at home time.

### **- In Class**

Children should be respectful of other's learning and be aware of their noise levels when working. Children are expected to be polite and respectful to adults and peers.

### **- Walking Around School**

Children are expected to walk quietly around the building at all times and when walking down the main corridor or paths, should stay to the left. Children and adults should be keen to hold doors open for others as a way of showing good manners and consideration for others. Children are expected to leave all communal spaces in an orderly condition, including the toilets.

### **- Break and Lunch Times**

At Pickering Community Junior School, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Deputy Headteacher and the Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground expectations and the importance of informing a duty adult if they have been hurt or are being harassed.

The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground expectations are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation. A range of activities are supported at lunchtime to engage children's interest, develop positive social interaction and promote physical fitness.

### **- Dining Hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After their meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

### **- Assemblies**

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly, showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

### **- Clubs and off-site visits**

Children are expected to always maintain the school values when participating in a club or on an off-site visit.

## **Celebrating Achievements**

Part of our 'To care' ethos includes ensuring pupils feel a sense of accomplishment and pride in their work. We recognise the positive affect of praise on children's self-esteem. Small achievements are recognised with the use of house points and weekly star of the week certificates. At the end of every half term, children are selected from across the school to receive a set of awards.

## **Supporting Pupils**

At Pickering Community Junior School, we understand that all behaviour is a way of communicating. All adults working in school are expected to act as exemplary role models, using praise, encouragement and positive reinforcement when offering guidance to children and providing conscientious supervision of pupils at all

times. Our aim is to enable pupils to self-regulate their emotions and have strategies to de-escalate situations. This approach can be different for every child, and taught strategies may vary considerably.

Our curriculum is designed to address restorative approaches and support teaching children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit.

Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Occurrences of negative behaviour are dealt with in a fair, respectful and appropriate way. Staff will focus on individuals taking responsibility for their behaviour, repairing any harm done as well as rebuilding and restoring relationships. All people involved in the incident will become actively involved in the process, although for some children this may need to be after a 'cooling off' period.

When using consequences, the child(ren) should always be involved in a restorative conversation to allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Children involved in an incident are taken through a restorative dialogue (see appendix 1) and supported in coming to understand the harm that has been caused to all parties. All children have access to our Rainbow Room, which is a safe space for children to reflect on their behaviours and practise their restoration skills. Rainbow Room monitors are selected by staff to aid their peers in low level incidents.

### **Behaviour Tracking**

Key to the success of our behaviour policy is the consistency of application. To this end, the behaviour of our children is monitored throughout the school day and the expectation of behaviour of our children remains high in every element of the school day.

#### **Informal:**

- A warning – A child is given the opportunity to correct their behaviours. The objectionable behaviour and the expectations should always be communicated to the child when a warning is given. Warnings can be given by the class teacher, TA or MSA for low level behaviours (see appendix 3).
- If the chosen behaviour persists, a child may receive a consequence. Once a child had fulfilled a consequence, the session should 'start afresh'. Children should always be given the opportunity to correct their behaviours as the day progresses. 'Sessions' will be chunked according to the need of the child.

#### **Formal Behaviour Pathway**

- **Consequence** – A natural, appropriate and restorative consequence is given by a class teacher, TA or MSA – to be recorded on CPOMs only as directed by SLT
- **Higher Level Consequence** – Given by an appropriate member of staff and supported by SLT where necessary. A member of SLT will be informed of incident as soon as possible. Staff to agree consequences. Parents will always be informed over the phone to discuss the details of the incident – if necessary SLT will escalate to behaviour monitoring. All incidents to be reported on CPOMS
- **Behaviour Monitoring** - Continued and repeated high-level misbehaviour will lead to discussions between the SLT and parents and the development of a personalised behaviour plan.

- **Positive Behaviour Plan** – these are for specific children identified as having a higher level of support need. They are usually part of an ‘All about me’, and are written in conjunction with the class teacher and SENDCO

### **Communicating with Parents**

Parents will be contacted if their child is involved in an incident deemed a ‘Higher Level consequence’ but may also be contacted at any time if staff have ongoing concerns about developing or changing behaviour patterns.

As a school we endeavour to communicate positive messages to parents at appropriate intervals. This may take the form of a note in the child’s planner, or possibly a positive phone call from the class teacher.

### **Challenging Discrimination**

As a school, we will identify and challenge all forms of behaviour that is seen as discriminatory. We will ensure that people are not discriminated against on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination, in line with the single equality scheme.

All racial, LGBT and homophobic incidents must be recorded as ‘higher level’ and reported by the Headteacher to the Governing Body of the school. The LA is required statutorily to monitor such incidents and the Headteacher will remain involved throughout.

### **Supervision**

Children are welcomed onto the premises from 8.30am when teachers are on duty. Children will walk up the path from 8.30am and will be supervised in their classrooms until the start of the school day at 8.45am.

At the end of break times and lunch times, we ring the bell once and children are expected to stand still. The bell is rung for a second time and the children walk silently to their lines. Teachers receive the children from their lines and walk their class into school. This is repeated at every break time. At the end of the day teachers walk their classes down to the gate. Children who travel by bus congregate in the hall where the registers are taken and two staff members escort the children to await the buses.

### **Lunchtimes/Playtimes**

Any child not upholding our school values and expectations at lunch time or break time will be dealt with in the same way as in the classroom. They will be sent to a member of the SLT if they need removing from the playground. The MSA will ensure that after lunch time, any incidents are reported to the class teacher.

### **Bullying (also see Anti-Bullying policy)**

Clearly bullying - defined as *deliberately hurtful behaviour repeated over a period of time against those who find it difficult to defend themselves* - is unacceptable behaviour and will not be tolerated.

Bullying and the moral issues surrounding it are discussed both in assembly and class time and we seek to create a climate where the victims of bullying feel confident to seek our help in circumstances which are often very difficult for them, as children are often fearful of reprisals which is why they don’t report problems at school. The whole school community needs to be opposed to bullying, so that victims of bullying and the witnesses to bullying understand bullying does not have to be tolerated and they can help to stop it by telling any member of staff.

Bullying is often reported to us by parents but however it is uncovered, we will seek to come up with an effective strategy. This may involve directly confronting named individuals or carefully monitoring certain groups or individual children. The same systems of consequences are used to deal with bullying as with all other inappropriate behaviour.

Bullying can sometime affect attendance, so it is therefore important that this policy is viewed in conjunction with our attendance policy.

### **The Role of Parents and Carers**

The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. The role of parents is clearly outlined on the Home School Agreement which all parents sign when their child is entered onto school roll.

We expect parents to support their child's learning, and to co-operate with the school to achieve the best possible education for their child. We try to build a supportive dialogue between home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.

If the school has to enforce reasonable consequences, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should make an appointment to speak with the Deputy Headteacher or Headteacher and at this point, the problem is usually resolved. However, if these discussions cannot resolve the problem, they should followed the procedure as outlined in the school's Complaints Policy.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues.

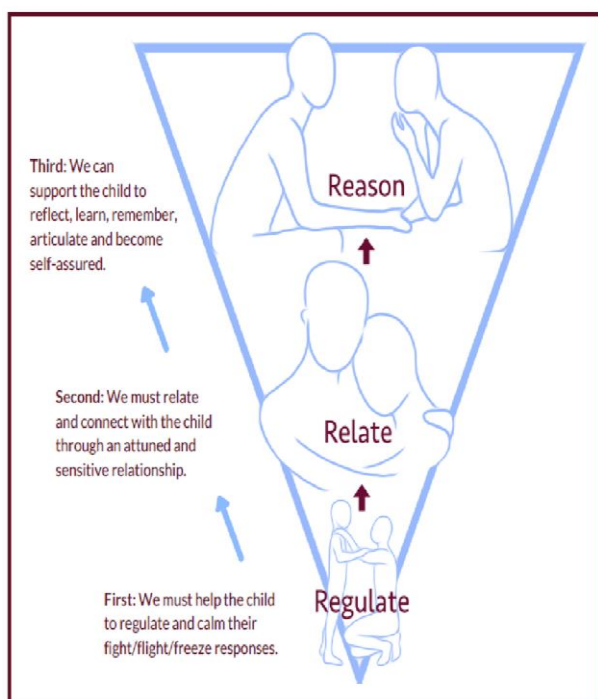
### **Review**

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy Reviewed:	September 2023
Approved by Governors:	18 <sup>th</sup> October 2023
Policy Review Date:	September 2024

## Appendices:

### Appendix 1 – Developing Self-Regulation Skills



Tune in to the young person / observe / attune

#### Step One

Empathise, validate and normalise

(I understand how you feel, you're not alone. You are ok.)

Label the feelings

(This is what is happening, this is what you're feeling)

Locate in the body if possible

(This is how it feels inside)

#### Step 2 if needed

Set limits on behaviour e.g. What's the expectation?

(‘We can’t always get we want’)

#### Step 3

Problem solve – you are developing coping strategies and thinking skills

(‘We can sort this out together’)

#### Poly-vagal Theory:

Co-regulation is a biological imperative, it is a need which must be met to sustain life. It is through reciprocal regulation of our autonomic states that we feel safe to move into connection and create a trusting relationship (Porges in Dana, 2018)

**Is the child's behaviour chosen?** When very dys-regulated e.g. because of trauma history, the child's behaviour is automatic and functional (no thought / meets a need), generated by the ANS (autonomic nervous system) well below the level of conscious awareness (e.g. running / anger is not chosen). These are deeply rooted patterns of survival and protection. While these coping mechanisms may have enabled survival in the past, in school they are less adaptive and the child will need to learn how to manage these feelings, with some co-regulation of the adult. This is a skill which needs practice.

#### **Child Perception ‘Perception is more important than reality’ (Dana D., 2018)**

The child's perception / interpretation of the situation is often inaccurate but the feelings are real and must be heard. This does not mean that you agree with the interpretation of events. Focus on the emotion first to connect.

**Connect before correcting/ Rapport before Reason / To understand you have to be understood**

**Connect with the emotion / feeling / this deepens connection and relationship – genuine / congruent i.e. more than a strategy**

Adult Body language

Here you are regulating or co-regulating a child back into connection (ventral vagal state)

- Stay calm in your body - keep your breath calm, rhythmic, slow
- Tone of voice – Rhythmic, slow, low
- Body position – non confrontational
- Movement - calm

#### Practising the Language: developing your scripts

- How does it feel if someone dismisses your feelings, or tells you how you should feel?
- Don't tell the child how they feel

**Attune** : observe

**Empathising, naming the feeling – tentative, curious, listening, exploring**

- I wonder if you might be feeling...
- I am not sure but...
- I might be wrong, and you know yourself best but...
- If I was in a situation like that I might be feeling...
- Tell me if I have this wrong but it looks to me like you might be feeling...

**Normalising**

- e.g. If that happened to me I might feel like that , yesterday I ... this made me feel worried...

Small example, a story doesn't have to be real but you are demonstrating that you get his feeling too. This is human. You are respecting their humanity and the human survival response.

Normalising can help the child to change state and pull away from the big emotion.

This is emotional containment.

**Embodiment – mind / body links**

**You are recognising and noticing the autonomic state of the individual.**

- I notice that your hands are tensing and you are breathing fast...
- When you say that you are feeling... jiggly..., where in your body do you feel that feeling?
- Sometimes if I panic, if I lose my keys my heart is like a runaway train... we all feel this emotion sometimes... where do you feel...

**Setting the limits / boundary – This may happen at a different time and not just after the event. Use your judgement.**

- Example - So do we usually...
- Hit others? Why is that? And then what would happen? And then what would happen? Would you like that? (Tip don't get too complicated i.e. exploring the feelings of everyone else involved) Avoid shaming as much as possible.

Explore the reasons why and step them through this. Do not assume logical cause and effect thinking or understanding. The likelihood is that the environment may have been such that this is under developed. Emotional thinking skills of many children who have difficulties with self-regulation are under developed or under practised. The skill needs to be developed.

**Problem Solving**

Start with an open question and reject no answers but step them through the logical consequences of their answers, without judgement.

- So what else might you do instead?

If they can't do this or are struggling, you can couple up with a couple of ideas but make sure that you put these ideas to the child, so that they choose what they will go for.

- OK what about a or b? What do you think?
- Buy in – Example - How easy do you think that this will be? Can you think of anything which might help this or a friend who might help?
- Agree a plan and to monitor how this goes if needed.

**People will forget what you do and forget what you say, but they don't forget how you make them feel - Maya Angelou**

Remember that empathy and sympathy are not the same

**Attributes of empathy** (from: Brene Brown's 'Dare to Lead')

- Perspective take
- Stay out of judgement
- Recognise the emotion
- Communicate emotion
- Be mindful

## Appendix 2 - Rewards and Achievements

### Procedures to promote positive behaviour

Children thrive in the caring and nurturing atmosphere of Pickering Community Junior School. Our children are co-operative and keen to conform to our high standards. Whilst different members of teaching staff have their own successful methods to manage behaviour through this policy, we aim to ensure a consistency of approach across the school, ensuring that progress is well supported.

This is achieved through a range of reward strategies:

	<b>Purpose</b>	<b>What it looks like</b>	<b>Key notes</b>
House points	To promote team working and a sense of belonging in a vertical group.	Children are given House Points by their class teacher or other teachers, to reward WOW work, considerate behaviour, improved attitude, etc. House points are given to support out school values and should always be linked to the value the child has shown. Children deposit their token in the boxes at the school entrance.	All the children are placed within a 'House'. The Houses will be of mixed gender/ability. House Points will be moderated to ensure that the children and staff understand the value of them. ALL members of staff can give ANY child a house point. Being a reward, House Points cannot be taken away once awarded.
House point milestone awards	To celebrate individual achievements of house points.	Certificate and prize for bronze (15), silver (30), gold (45) and platinum awards (60).	Individuals keep records of personal house point achievements in their planner, to be signed by the member of staff.
Achievement assembly	To highlight individuals who are upholding out school values on class.	Every Friday, each class teacher awards a 'star of the week' to a child from their class; this is for supporting any of our school values. The teacher explains to the whole school why the certificate has been awarded, in effect, restating the school's values every week. The child's photograph is displayed on the school website (with parental consent) and the certificate is sent home. Children also receive a sticker and a pencil.	Awards are always given in relation to one of our school values.
Special awards	To highlight individual achievements across the curriculum and celebrate our school community.	11 'Special Awards' that are given out at the end of half term. These awards are for children nominated by class teachers from across school and the 11 special children are rewarded with a trip to the local coffee shop. Each child also receives an award trophy which they can take home and keep for the half term.	Awards are in: Reading Award Languages Award STEM (Science, technology, engineering and maths) Award Humanities Award Arts Award Sports Award To Care Award – Year 3 To Care Award – Year 4 To Care Award – Year 5 To Care Award – Year 6

			Pickering Award (awarded for community involvement, both in and out of school)
Roles of responsibility	To promote role models throughout school.  To raise the profile and expectation of behaviour in all year groups.	Children are given a variety of responsibilities e.g. Rainbow Room monitors, Sports Leaders, Reading Den monitor, Eco team and School Council and are acknowledged for their efforts.	Try and ensure different children hold different roles of responsibility.
Use of children's work as example.	To celebrate the individual and promote learning.	Sharing work on the board. Reading out the work.	Be mindful to vary the children used.
Classroom praise – public or private.	To give feedback/ celebrate the child Help promote exemplar learning or conduct.	Specific feedback (see feedback policy).	This can be public or private depending on the individual needs of the child. Be mindful to vary the children used.
Stickers.	Instant recognition for work or behaviour	Staff gives a sticker to the child and says why the child has achieved it.	Ensure stickers are used for rewarding the expected behaviours and above and beyond behaviours only. They must not be used as an inducement to behave as expected in the first place. (see home school books for alternative uses) or as a consequence.
Notes home/notes in the planner.	Encourages home school link.	Staff send a postcard celebrating work or write a positive message to the parent in the planner.	This is a quick and easy way to give positive news about a child's day. Ensure a balance of comments to a range of children, especially when they have achieved above and beyond.
Phone calls home.	Encourages home school link. Enables the sharing of success.	Phone call home.	This is a very powerful way to give special news or information and enables affective relationship building between home and school
Senior Leadership recognition.	To provide positive recognition for hard work and kindness.	Child is sent or brought to the office to show their work or for doing a good thing.  SLT will give an appropriate award.	Ensure a good mix of pupils get the opportunity to bring their work and achievements
Work on display.	To recognise children's work and celebrate all children's work regardless of ability.	Children's work on display.  All children have the opportunity for work to be on display.	School accepts that children's work will be at different levels and that is okay. We do not always display 'perfect' examples.

### Appendix 3 – Natural and Logical Consequences

#### Consequences

Here at Pickering Community Junior School, we know that consequences for behaviours should be natural and suit the behaviours represented. All consequences should repair the relationships and never seek to shame or ostracize children from their peers, school community and family, as this could lead to further negative behaviours.

All adults are responsible for managing behaviours of all children and we have a whole school approach to managing behaviour. We have categorised behaviour into **low**, **moderate** and **high** level misbehaviour which have clear consequences for incidents of each category.

Severity	Example Behaviour	Suggested consequence
<b>Low level behaviours –will generally receive a warning.</b>	Fidgeting / fiddling	Confiscation of inappropriate items – we will always ensure children’s property is returned to them or their parents or carers
	Leaving work area untidy	Cleaning up mess
	Dropping litter	Litter pick
	Noisy e.g. talking/shouting	Sit alone / move seats
	Failing to keep on task/ time wasting/ leaving desks	Completing work
	Unkind remarks	Apology to parties involved
	Bad language (one off)	Apology to parties involved
	Telling lies	Apology to parties involved
	Telling tales	Bubble Buddy system
	Running in corridors	Return the route walking
	Pushing in line	Apology to parties involved
	Borrowing without permission	Apology to parties involved
	Other possible consequences	<p>Warning Frown Withdrawing attention or the teacher's approval Expression of the teacher's disappointment Individual counselling of the pupil by the class teacher Time deducted from free choice time/ break times Reflect and identify behaviours Loss of privileges – for a specified time or indefinitely Phone call home by class teacher Withdrawal of responsibilities</p> <p><b>This type of behaviour is best dealt within the classroom, following the school guidance. It is also important to try and identify the cause of the misbehaviour by also considering external factors e.g. Is the work too easy/hard? Are the children engaged?</b></p>
<b>Moderate level misbehaviour – will generally receive a consequence</b>	Consistently shouting out	Withdrawing attention or the teacher's approval
	Poor effort	Completing work
	Distracting and disturbing others	Apology to parties involved/ Sit alone / move seats
	Throwing equipment	Apology to parties involved
	Disregarding supervisors	Apology to parties involved
	Refusal to co operate	Apology to parties involved
	Poking	Apology to parties involved
	Vandalism – graffiti etc	Cleaning up mess
Also see all above consequences		
<b>High level misbehaviour – recorded as a Higher Level consequence</b>	Fighting	Restorative practice/ apology/ lost play time
	Swearing	Restorative practice/ apology
	Physically and intentionally hurting someone	Restorative practice/ apology/ lost play time
	Being disrespectful to a child or adult	Restorative practice/ apology
	Vandalism e.g. extreme damage to school property	Cleaning up mess/ apology
	Threatening / aggressive behaviour	Restorative practice/ apology
	Stealing	Restorative practice/ apology/ parental involvement
	Violent outbursts, verbal / physical	Restorative practice/ apology/ Behaviour monitoring plan/ parental involvement
	Leaving school without permission	Behaviour monitoring plan
	Racist/homophobic, transphobic/ gender discrimination incidents	To be recorded on CPOMs Parents to be contacted. Reported to NYCC
	School refusal	
	Repeated targeted behaviour towards one child (bullying and cyber bullying)	Behaviour monitoring plan

	Other possible consequences to be used as appropriate	Individual Behaviour Plan put in place for all staff to adhere to Involve parents Involve SENDCO Weekly behaviour report Involve outside agency – staff liaise with HT/DHT to access support. Modified timetable In school exclusion* Suspension* Permanent exclusion*  (*Headteacher only)
--	---	---

#### Appendix 4 – Use of Reasonable Force

There may be occasions when a child's behaviour escalates to such a point that escorting/guiding /restrictive physical intervention (RPI) may need to be used. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children; and in all cases when all other avenues have been exhausted; and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school. This use of restraint is recorded in on CPOMS and parent/carers are informed.

Pickering Community Junior School uses the guidance in the DFE document "Use of reasonable force advice for headteachers, staff and governing bodies July 2013."

Account must be taken of any SEN or learning disability that a pupil may experience. Unless an emergency situation, staff will refer an incident to a member of SLT who will make an assessment of the particular circumstances and more than one member of staff should be involved.

Most staff on roll as of January 2021 have attended Restrictive Physical Intervention training.

#### Appendix 5 – Confiscation of Inappropriate Items and Screening and Searching Pupils

Taken from the 'Searching, Screening and Confiscation - Advice for schools (September 2022), headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed.

At Pickering Community Junior School, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;

Although mobile phones can be brought into school, they must be handed in at the start of the school day. They will then be returned to the pupil at the end of the day. Mobile phones must not be used or seen on site, other than when being handed in or collected. It may be that mobile phones can contain data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence related to suspected criminal behaviour. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images) the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image, the member of staff should confiscate the device and refer the matter to the DSL who will advise on the school's response. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understanding the reason for the search and how it will be conducted so that their agreement is informed. School may consider using CCTV footage to decide whether to conduct a search for an item. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items.

## Appendix 6 – Letters to Parents

### Higher level consequence letter:



**NORTH YORKSHIRE COUNTY COUNCIL**  
**Pickering Community Junior School**

**Middleton Road**  
**Pickering**  
**YO18 8AJ**

Headteacher: Mrs M De Barr  
 Deputy Headteacher: Mrs R Hall  
 Tel: 01751 472873

Website: [www.pickering-jun.n-yorks.sch.uk](http://www.pickering-jun.n-yorks.sch.uk)

Email: [admin@pickering-jun.n-yorks.sch.uk](mailto:admin@pickering-jun.n-yorks.sch.uk)

Date \_\_\_\_\_

Dear \_\_\_\_\_

Following our phone call today, I am sorry to write to inform you that \_\_\_\_\_ was issued with a higher level consequence in school. This is because \_\_\_\_\_

We have tried to unpick the reasons for \_\_\_\_\_ and we have found that \_\_\_\_\_ has since/ has not apologised for \_\_\_\_\_.

Please can you find the time to talk to \_\_\_\_\_ about \_\_\_\_\_. As a result, we have put in place the following consequence: \_\_\_\_\_

We have every confidence that this incident will not be repeated, and we appreciate your on-going support as we work together to support \_\_\_\_\_ in all their learning. Please acknowledge receipt of this letter by returning the slip below.

Yours sincerely

## ***BEHAVIOUR RESPONSE SLIP***

I acknowledge receipt of this letter dated \_\_\_\_\_ in relation to \_\_\_\_\_'s behaviour.

SIGNED: \_\_\_\_\_

DATED: \_\_\_\_\_

## Appendix 7 – SEND – Supporting Children with SEMH needs

### Special Educational Needs

Where a child has an identified social/emotional/mental health barrier to learning that impacts on behaviour, where appropriate, they may have a personalised behaviour plan which is created in consultation with teachers, parent/carers and the child.

Where identified, children will have access to protective interruptions, which include movement breaks, brain breaks and fiddle toys.

Specific intervention programmes are deployed to key children to aid SEMH skills. Examples of interventions school uses are:

- Nurture
- 'It's good to be me'
- Zones of regulation
- ELSA
- Sand therapy
- Lego play
- When my worries get too big
- There's a volcano in my tummy
- Pet Patrol

## Appendix 8 – Positive Behaviour Plans and Behaviour Monitoring

### Positive behaviour plans




Positive Behaviour Plans (PBP) are used to help staff moderate and manage the behaviour needs of individual children. Children are identified by the SENDCO or SLT and a PBP is used to communicate the needs, triggers, underlying causes of behaviours and successful management strategies to all staff. PBPs are bespoke to each individual's needs. Often children with a PBP will require measures above and beyond the standard use of this policy e.g. use of language which may trigger a child, how to avoid the child going into crisis etc. PBPs are regularly reviewed and monitored in line with a child's changing needs.

### Example of a PBP:

Positive Behaviour Plan

Triggers:

Calming tools: --

Scale	Looks like...	Feels like...	safe people can help/ I can try
3	 furious Inform a member of SLT		
2	 Frustrated Huffing and shouting out, throwing things, refusal to work		
1	 Smiley & happy to 'go with the flow' and participates in activities and lessons		

Throughout all: Speak calmly to me, minimal language and reassuring


There will be a consequence if I hurt someone emotionally or physically, I will apologise to whoever I have upset or hurt

Plan agreed by...	Signed	Dates
Child		
Class teacher		
Parent / carer		
Head of school		
Teaching Assistants		
MSAs		

## Behaviour Monitoring

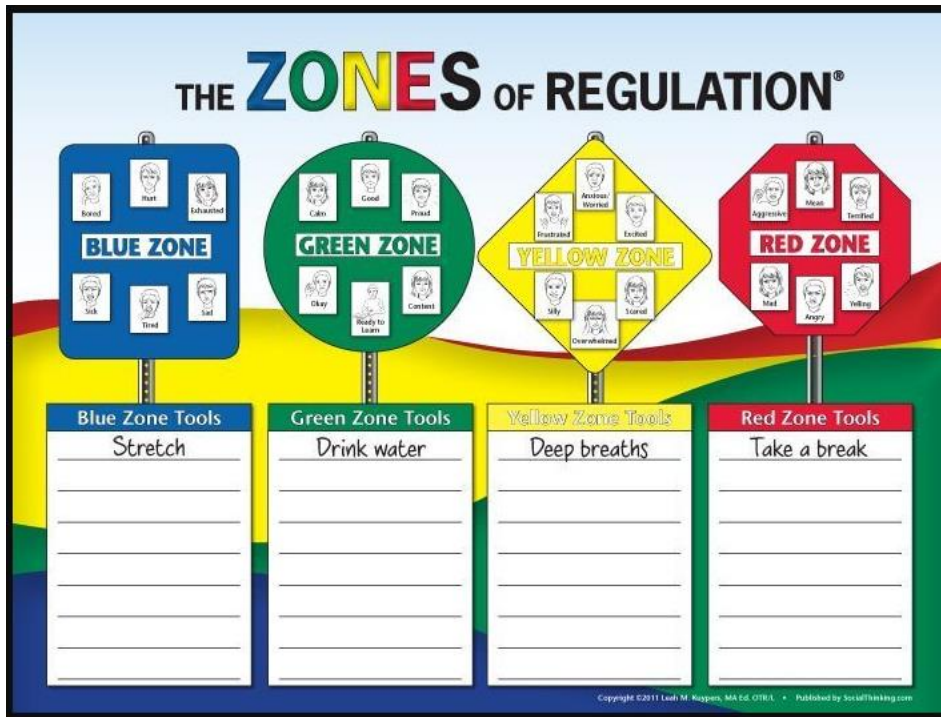
Where a child is persistently failing to uphold the school values, and there is no PBP in place, school may monitor the child's behaviour over a period of time. Behaviour monitoring will usually take the format of a home school book and will include targets which the child will need to work towards. Behaviour monitoring will be for a set period of time and will be reviewed. If a child needs more continuous behaviour monitoring, a PBP will need to be written, and the SLT and SENDCO will need to consult outside agencies.

### Example of Behaviour Monitoring:

<b>Name:</b>		
<b>Start date:</b>	<b>End date:</b>	
<b>Target</b>		
<b>Target</b>		
<b>Target</b>		

Date:	Lesson	Lesson	Break	Lesson	Lunch	Lesson	Lesson	Assembly
<b>M</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tu</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>W</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Th</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>F</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix 9 – Zones of Regulation



## Appendix 10 – Anger Iceberg

We should always aim to look beyond what we see and aim to identify what the underlying reasons are for the 'anger'. Only then, can we hope to help the child and make longer term changes.



## **Appendix 11 – Beyond the School Gate**

When children are in public wearing school uniform, they are seen as representing the school and are still expected to uphold the school values.

In cases involving children's online safety, even though incidences may occur outside of school time, school will intervene in order to safeguard the children and ensure they understand how to stay safe.