



Cupernham
Junior School

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

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This policy was updated in September 2025 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

RATIONALE

“Relationships are our roots”

Cupernham Junior School is an inclusive school that is committed to fostering a caring, happy, and safe environment where all individuals feel valued and confident. We strive to develop a community based on kindness, responsibility and mutual respect, with an ethos that recognises and positively encourages positive choices, appropriate behaviour and good manners. We understand that ‘**relationships are our roots**’ and we seek to ensure that our relationships to all those involved in school are positive.

Our approach to building positive relationships and ensuring positive behaviour throughout school is interwoven with our core values: **kindness, responsibility, aspiration** and **joy**.

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive, feel respected and secure – the positive environment for learning.

We consider the feelings and needs of others and believe that the school’s approach to behaviour management, that of choice and consequence, reasonably adjustments and reward systems should be implemented fairly and consistently in the school environment. This, in turn, supports our children’s choices and positive behaviour, helping to encourage personal and collective responsibility; building strong, healthy relationships and enabling all children to thrive, succeed and become the very best that they can be.

We expect very high standards of behaviour from all members of our school community, including our children, our parents, our visitors and volunteers, and ourselves. All adults at school have a responsibility to model and echo the high standards of behaviour we expect of the children and of one another.

The aim of this policy is to support all children in making positive choices so that they always behave well, learning to:

- Develop the values of kindness, responsibility and an understanding of how their choices can both impact on others and have consequences.
- value and appreciate one another irrespective of age, gender, ability or ethnic or cultural origin.
- develop self-esteem by valuing the views, feelings and needs of others.
- respect and care for all members of the school community and the school environment.
- manage their behaviour and know that supportive adults will guide them to improve.

ROLES AND RESPONSIBILITIES

LOCAL GOVERNING BODY

- Ensure the school-specific policy reflects the school context and is published to the school's website and that this policy is supported by and supportive of the Governors' Behaviour Statement and Strategy.
- Monitor the effectiveness of the school's policies and procedures.

HEADTEACHER

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently.
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by relationships and behaviour.
- Monitor and evaluate the implementation of the Positive Relationships and Behaviour Policy.
- Ensure staff are familiar with the school specific policy and procedures.
- Identify training for staff as required.
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Positive Relationships and Behaviour Policy.

SCHOOL STAFF

- Value and appreciate one another irrespective of age, gender, ability or ethnic or cultural origin.
- Model and encourage good behaviour and relationships and apply the school specific policy effectively, consistently and fairly.
- Uphold the values, standards and expectations of behaviour of the school in relation to our children, parents and themselves.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in interactions with children.
- Keep parents informed updated about their children's behaviour.
- Involve parents as active partners when implementing the policy.

PARENTS

- Become familiar with the school's Positive Relationship and Behaviour Policy.
- Support the school's culture and approach through encouraging and reinforcing these with their children at home as appropriate.
- Raise issues about behaviour directly with the school while continuing to work in partnership with them.

CHILDREN

- Uphold the school's expectations of behaviour and how they interact with others.
- Participate in adult supported conversations relating to the Positive Relationships and Behaviour Policy (such as through engaging with restorative conversations following consequences implemented as sanctions).
- Receive further support to achieve the school's behaviour standards if this is a barrier to them becoming successful.
- Support one another in making good choices (this is also supported through **peer mediators**).

PRINCIPLES OF BEHAVIOUR MANAGEMENT AT OUR SCHOOL

- We are kind and demonstrate that kindness to one another.
- We take responsibility for our choices, our words and actions.
- We acknowledge that 'relationships are our roots' – that positive relationships between all members of our school community are central to effective behaviour management.
- We treat others as we expect to be treated ourselves.
- We demonstrate and show good manners to one another.
- We focus on positive behaviour first, using praise and rewards to celebrate and highlight these to the children throughout our school.
- We accept that all children have the right to learn and therefore, teachers have the right to teach.
- We insist on a strong and positive partnership between school and home as this is vital in promoting positive behaviour.
- We maintain our high expectations for behaviour at all times, ensuring that children are encouraged always to make the right choices and understand that there will be consequences (both positive and not) as a result of these.
- We model appropriate behaviours as adults to demonstrate what we expect to the children and each other.
- We support an inclusive approach for children so that inappropriate behaviour is dealt with in a manner which is appropriate to the individual child and to the nature of the behaviour which is causing concern.

THEREFORE, THE ADULTS IN SCHOOL WILL:

- Show children, through modelling and expectation, how to treat others with kindness, acceptance and courtesy (this can take the form of verbal reminders, a more in-depth conversation or even social stories to support children's key understanding).
- Build positive relationships with all children as well as with adults
- Emphasise praise and rewards.
- Have positive, high expectations of children's behaviour.
- Create a culture of listening to children's concerns and responding to individual needs.
- Ensure that expectations and procedures are clearly understood and adhered to.
- Further develop relationships between a child, a parent and any member of staff.
- Encourage the children to develop concepts of fairness and compromise.
- Help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings
- Match the curriculum to the children's needs.
- Support the development of children's self-esteem and positive mental health by valuing their varied contribution to school life.
- Further create a culture of listening to pupil concerns and respond to individual needs.
- arrange for extra meetings and visits for children who find school, transition and forming relationships with new adults / peers difficult.

This policy will be reviewed at least annually to ensure that the following are effective and consistent:

- staff training, including a review of staff training needs.
- our high expectations of behaviour and relationships
- procedures, rewards and sanctions which are relevant to classroom and playground settings.

This policy should be read in conjunction with the following policies:

- ❖ Safeguarding Policy
- ❖ Child Protection Policy
- ❖ Anti-Bullying Policy
- ❖ Physical Restraint and Intervention Policy

REWARDS AND RECOGNITION

As a school, we emphasise, acknowledge and praise positive behaviour before addressing any unwanted or inappropriate behaviour. This may include strategies such as praising and highlighting expected and/or desired behaviour from some children so that all children are reminded and aware of what is expected of them.

The school has a range of strategies and approaches to positively reward and recognise the behaviour we want and expect to see from children. These include but are not limited to the following:

- Positive verbal praise to individuals or groups
- Giving of House Points
- Celebrating positive behaviour with others (e.g. colleagues, leaders and/or parents)
- Awarding of teacher certificates in upper / lower school assemblies
- Children being sent to senior leaders to receive special stickers
- Recognition through 'Best Seat in the House'
- Recognition through nomination to attend the half-termly Headteacher's Golden Brunch
- Other rewards and certificates linked to our values (such as Kindness or Responsibility)

CHOICE AND CONSEQUENCE

All staff consistently use the language of 'choice(s)' and 'consequence(s)' with the children.

This is an effective way of communicating with the children the thoughts and feelings behind making a choice and the impact (positive or not) that these choices may have on others. Consequences, which again could take the form of rewards as detailed above, or, in the form of sanctions as outlined below, are put in place to encourage the children to reflect on their choices and behaviour, so that they make better choices in the future.

Below are some examples of how choice and consequence can be used on our everyday language with the children:

- "Well done for making a good / better choice..."
- "I need to see you making better choices..."
- "Now, we both know that that [behaviour] would not be making the best choice you could make..."
- "What would the consequences of your behaviour be..."

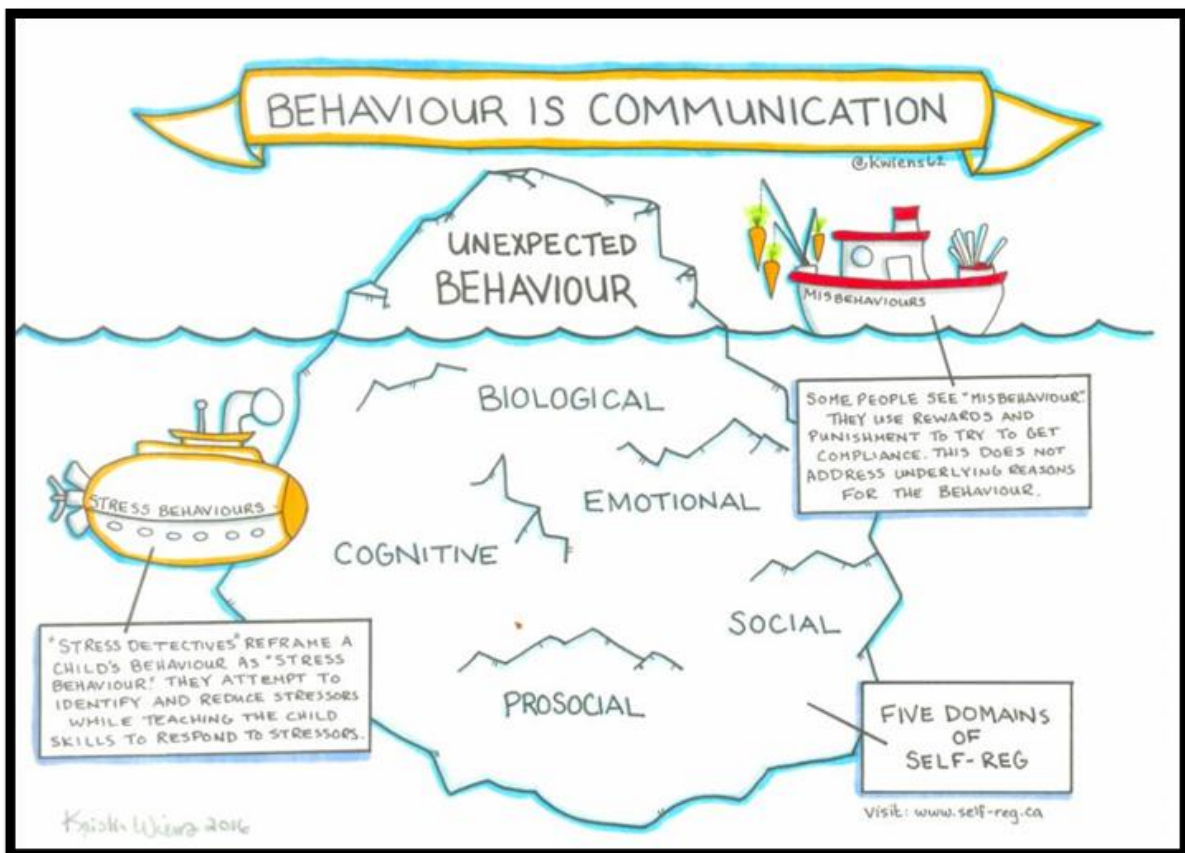
MANAGING INAPPROPRIATE OR UNWANTED BEHAVIOUR

At Cupernham Junior School, we recognise the importance of dealing effectively and managing poor or unwanted behaviour in order to maintain the high standards we expect, and overall culture driven by our vision and values.

It is imperative that low-level behaviours (such as calling out in class, not walking in corridors, not following basic expectations) are addressed early to prevent these from possibly escalating into more serious behaviour issues.

BEHAVIOUR IS COMMUNICATION

As staff we understand that behaviour is a form of communication. The way a child or person behaves can suggest to us what that child or person may need or want (even if they themselves are not certain of this).



When responding to behaviour that does not meet the school's expectations, understanding the individual's actions and barriers is initially taken into consideration before making any professional judgements or conclusions regarding next steps and possible sanctions.

Using the language of ‘choice’ is key here in that staff need to exercise their own professional judgement as to whether a child has made a choice in displaying unwanted behaviour or whether this is as a result of possible dysregulation.

Staff are encouraged to seek the support of other colleagues and, in particular, leaders (such as the Inclusion Support team) when discussing and determining further support for children and appropriate consequences.

CHILDREN WITH ADDITIONAL NEEDS

“Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)”

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system.

The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on either a child’s Individual Behaviour Management Plan (IBMP) (please see Appendix 1) and/or the child’s Personal Learning Plan (PLP).

NOTICING PROMPTS

If a child is presenting as being dysregulated, staff are encouraged to use noticing prompts to engage with the child and acknowledge how they may be feeling. This shows a sense of curiosity from adults towards children rather than immediate questioning or judgement: children are often aware that their behaviour is unacceptable but they, especially in the moment, are unable or reluctant to tell adults ‘why’ they may have behaved in such a way.

Therefore, staff are encouraged to use the following suggested noticing prompts (this is not an exhaustive list):

- “I can see that you are feeling...”
- “I’m hearing that you would like to have some time to yourself for a bit...”
- “I wonder if you might have had a tricky morning...”
- “What do you think that was all about...?”
- “I’m wondering if you’re finding it hard to sit down and complete your learning today...”
- “You usually enjoy learning Maths. I wonder what is different about today...”
- “I can see that today’s... is a little difficult. Shall we work together to see if we can find another way...”

STEPPED SANCTIONS

We use a stepped sanctions approach when supporting children to make better choices. This is a progressive response to any unwanted behaviour so that children have several opportunities to correct behaviour, including structured restorative conversations with adults throughout this process.

Below is an example flow-chart of unwanted behaviours linked to our behaviour expectations and the consequences that would be given in response:

Scenarios	Behaviour		Consequence
A	Child A has been disruptive in class (talking during input and not listening) <i>Not demonstrating 'We work hard and do our best'</i>		- Non-verbal reminder - Verbal reminder - Warning - 5 mins of missed break with adult involved to discuss code of conduct (restorative conversation)
	Child A has continued the same behaviour demonstrated despite knowing 5 minutes of break will be missed		- 10 mins with Year Leader after the 5 mins with adult involved (including further restorative conversations and/or a letter of apology if appropriate)
	Behaviour does not improve after break		- 30 minutes of lunch time missed and detention in the office
B	Child B has been disruptive in class (calling out, answering back etc) <i>Not demonstrating 'we show respect and care'</i>		- Non-verbal reminder - Verbal reminder - Warning - 5 mins of missed break with adult involved to discuss code of conduct (restorative conversation)
C	Child C walks out of the classroom during a lesson. <i>Not demonstrating 'we keep ourselves and others safe'</i>		- No warnings given - 30 minutes of lunch time missed and detention in the office

Consequences (e.g. 5 minutes of missed break / lunch) will always be with the adult directly involved in managing the behaviour. In some cases (such as unexpected absence), this may be delegated to another member of the team, such as the year leader.

In addition to the consequences outlined above, the Headteacher (or, in their absence, the Deputy or Assistant Headteacher) reserves the right, if appropriate, to override the structure outlined above and may remove privileges or withdraw a child from groups, activities, sporting events, etc.

RESTORATIVE CONVERSATIONS

"Connect then Correct"

Restorative conversations are an effective way of communicating with the children the thoughts and feelings behind making a choice and the impact (positive or not) that these choices may have on others. It is vital that children are in the right place emotionally and psychologically in order to engage with such a conversation and adults should always connect with a child before then correcting or addressing any unwanted behaviour(s).

Consequences, which again could take the form of rewards as detailed above, or, in the form of sanctions as outlined below, are put in place to encourage the children to reflect on their choices and behaviour, so that they make better choices in the future.

If a child receives a consequence of having time allocated (e.g. 5 minutes, 10 minutes or a 30-minute detention), then staff are expected to hold a restorative conversation with the children regarding the choices they made and the impact of their behaviour.

Below are some examples of openings to support an effective restorative conversation:

- **"What happened...?"**

This values the child's voice and perspective. Staff should focus on the timeline of events without blame in an attempt to identify and understand possible triggers.

- **"What were you thinking about at the time...?"**

This develops emotional literacy and understanding in children by linking thoughts, feelings and actions together.

- **"What have been your thoughts since...?"**

This begins the process of reflection following an incident when emotions have de-escalated.

- **"Who has been affected by what happened...?"**

This key question begins the process of empathy and remorse. It encourages children to think directly about but also beyond those directly involved (to see the 'ripple effect' of actions as well as considering personal impact).

- **"In what way have they / you been affected...?"**

This asks children to name or describe the impact of their choices and behaviour, acknowledging the consequences and is the beginning of taking responsibility.

- **"What do you think needs to happen to make things right...?"**

Include what the child (supported by adults) may need to do. Discuss and agree realistic and meaning resolutions to resolve and heal.

- “If the same thing happened again, what would you do differently...?”

This is an opportunity for the children to consider and then demonstrate what they have learnt from both their experience and the restorative conversation itself. If a child is unable or unwilling to answer this question, adults should suggest alternatives and be positive about the child being able to make a different choice next time.

Restorative conversations are more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to ‘fix’ the problem together and learn from our experiences.

Restorative conversation is inclusive and concerned with maintaining and building relationships between children, parents, teachers and the community. It is an essential component of wellbeing.

COMMUNICATING BEHAVIOUR AND CONSEQUENCES WITH PARENTS

Below is a guide to the circumstance in which a class teacher (or other staff member) would contact parents to share, discuss and explore a child’s behaviour and the consequences put in place as a result. This is ideally to be the same day though we recognise that this may not always be possible.

Staff members contacting parents regarding behaviour will be in response to professional judgement. **In short, should behaviour be concerning to a member of staff, it is expected that those concerns are then communicated with parents.**

The following are examples of when a staff member may feel it appropriate to contact parents regarding behaviour

- Repeated and consistent 5 minutes of missed break / lunch with the adult involved (for instance, consequences put in place several days in a row); this would not be the case if a child was given 5 minutes in one week and then 5 in another, for example.
- Three instances where a child has been sent to a year leader within a short space of time (such as during the same half-term).
- Two instances of being given a 30-minute detention within a short space of time (such as during the same half-term).
- If behaviour is either serious or significant (for instance, fighting or using racist or inappropriate language), class teachers or year leaders are expected to contact parents.
- In cases of repeated, serious or significant behaviour, a member of SLT will contact parents.

Contacting parents should ideally take place either on the phone or in person. If parents are unable to be contacted, staff will contact parents via email.

Should inappropriate and unwanted behaviour continue for a longer period of time, a child may be placed on a ‘Behaviour Report Card’ as a short intervention, to monitor their behaviour throughout each day. This will be co-constructed with a member of staff and child

together. The adult directed will review a child's behaviour and record this on their report card, which will be sent home to be viewed by parents at the end of each day.

Behaviour report cards will be reviewed weekly.

PERMISSION PASSES (DURING BREAKS AND LUNCHES)

In order to maintain a calm and orderly environment inside the school during breaks and lunches, children may enter the school building (for instance to use the Library) with a permission pass lanyard, given to them by the staff on duty at breaks and lunches.

Children without a permission pass inside the school building during these times will be challenged by staff and encouraged to return outside to play or be given a permission pass.

Children needing first aid will also be given a first aid lanyard.

SUSPENSIONS AND PERMANENT EXCLUSIONS

The Headteacher, or in their absence the Deputy Headteacher or Assistant Headteacher can suspend a pupil from school. As a school, we will act to make all reasonable adjustments with respect to staffing, behaviour plans and learning environments to avoid this happening. A suspension will only be taken as a last resort. A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy,
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- In line with the national and local suspension guidance

When deciding whether to suspend a pupil, for a fixed period, the headteacher (or designate) will:

- Consult with other staff and leaders in school so that no decision is made by one sole individual.
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Where feasible and/or possible, allow the pupil to give their version of events.
- Consider if the pupil has special educational needs (SEN).

The headteacher will inform the local authority of the decision to suspend and provide the following information, in writing, to the parents of a suspended pupil on the same day of the suspension:

- The reason(s) for the exclusion in line with the reasons for suspension as outlined in national and local guidance.
- The length of a fixed-term suspension or, for a permanent exclusion, the fact that it is permanent.

- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this.
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

Following the suspension, a senior member of staff will hold a reintegration meeting with parents (and the child if deemed appropriate and beneficial) to discuss and agree the following:

- What the school will do to minimise the risk of further suspension(s);
- What the child will do to minimise the risk of further suspension(s);
- What the parents will do to minimise the risk of further suspension(s).

USE OF REASONABLE FORCE / RESTRAINT

Occasionally, a child's negative behaviour can pose a genuine threat to the safety of that child or to the safety of another member of the school community.

A child may be positively handled by a 'Team Teach' trained member of staff in such instances to avoid that child being harmed or causing harm to another; however, in some circumstances, it may be necessary for staff who are not team teach trained to be involved in positively handling a child. **Positive handling of a child must always be reasonable and proportionate to the harm that might be caused by inaction.**

Any incidents requiring physical intervention by staff will always result in a reflection and written record of the event involving a member of the senior leadership team and all staff involved in the incident itself; all lessons learnt and outcomes of such a review will be shared with parents and staff accordingly. Staff and leaders should refer to DFE guidance, 'Use of Reasonable Force in Schools.'

RECORDING BEHAVIOUR CONCERNS

Any inappropriate behaviour requiring a formal consequence (i.e. minutes of missed playtime / lunchtime etc.) should be recorded on CPOMS in the appropriate category. This will ensure that ongoing patterns of poor behaviour are quickly identified and tackled more readily.

APPENDIX 1: INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

Name:	DOB:	Plan No:	Date started:
Nominated staff member to oversee plan:			
<u>Child's strengths - Filled in with child</u> •		<u>Parents Views</u> •	
<u>Overview of the child</u>			
<u>SEMH</u>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and/or Physical</u>
<u>Key areas of concern</u>			
<u>Possible messages being communicated by the behaviour:</u>			
<u>Agreed targets:</u> Short term: Long Term: Outcome:			Key people:

<u>SEMH</u>	<u>Cognition and learning</u>	<u>Communication and Interaction</u>	<u>Sensory and physical</u>	
<u>Adult Intervention/script:</u>				
<u>Adaptations to Environment</u>		<u>Adaptations to Environment</u>	<u>Adaptations to Environment</u>	
New skills to be taught: Scaffolded by adults Overview of systems in school to support need				<u>Key people:</u>
<u>Ways of recognising effort and improvement:</u>				<u>Key people:</u>
<u>Strategies for responding to difficulties:</u> <u>Low Level difficulties:</u> <u>Higher Level difficulties</u>				<u>Key people:</u>

<u>Arrangements for gathering data:</u> Over time	<u>Key people:</u>
<u>Reviewing progress:</u>	<u>Key people:</u>

This plan was developed by:

Signed Date.....

Signed Date.....