



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

BEHAVIOUR AND RELATIONSHIPS
POLICY

FULL GOVERNING BODY	September 2026
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Contents

Aims.....	3
School Expectations.....	3
Positive Affirmation.....	3
Logical consequences.....	4
Restorative Conversations:	5
Unconditional Positive Regard	5
Steps Club	5
Educational Consequence.....	5
Protective Consequence	6
Supported Play.....	6
Lunchtime Behaviour.....	6
Friendship room.....	6
Play Leaders	6
Peer mediators	6
Radios/Telephones	6
CPOMs.....	6
Support.....	6
Monitoring.....	7
Behaviour Principles Statement.....	7

ALMOND HILL JUNIOR SCHOOL BEHAVIOUR AND RELATIONSHIPS POLICY

Aims

At Almond Hill, we aim to use a therapeutic approach to -

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Develop 'cultural norms' and be consistent

We believe that valued behaviour and self-regulation are based on mutual knowledge and respectful relationships. These need to be built, maintained and sometimes repaired. We aim to remove judgment and increase curiosity. It is expected that some children might test boundaries. Positive affirmation should have a place in achieving acceptable behaviour but it must be recognised that logical consequences will result when children do not accept and follow the behaviour expectations and rules of the school.

The school follows the therapeutic approach to behaviour.

Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong.

At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

School Expectations

Our rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

1. We are silent when the teacher is talking.
2. We follow instructions immediately.
3. We let others get on with their work.
4. We show respect.
5. We are safe.

The 5 rules are published and referred to in all classrooms.

Teachers deliver 'The Climb' training half termly throughout the year adhering to the behaviour curriculum (see Appendix 13)

The school has a 'learning behaviour' scheme. The scheme encourages children to demonstrate aspects of their learning behaviour in all areas of school life. In lessons, teachers and other staff will highlight specific characteristics of their learning behaviour that are most relevant to the task and encourage children to demonstrate these. We expect the learning behaviour of pupils to mature and develop over the key stage so will look for different responses and approaches in the lower and upper school.

Positive Affirmation

We believe that specific positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children to show Almond Hill behaviours.

The following positive affirmation may be used according to the situation.

1. Instant verbal praise to individual, groups and/or whole classes from an adult. (This will be given quietly in the case of an individual or may be shared with the whole class) and focus on the skill demonstrated

2. Sharing with another adult
3. Parents contacted in the case of improved behaviour for specific individuals

Logical consequences

For those few pupils who present with difficulties in meeting our expectations, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. Some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

An adult will try to talk to the child to try to find out what has happened after they have de-escalated.

Staff will use positive phrasing – say thank you – not please e.g.

‘Thank you for sitting down with me to explain what has happened.’

In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 7 straight away. In exceptional circumstances (e.g. dangerous behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 8 or 9.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.

If a child continues with the behaviour :

3. 2 simple choices which are acceptable will be given e.g.

“You can talk to me here or talk to me in my office.”

“We can talk here or outside the classroom.”

“We can complete the work now or when you are ready but it does need to be completed.”

4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready.
5. Where a child has become distressed all staff will follow the following script in addressing the situation
‘I can see something has happened. I am here to help. Talk to me and I will listen.’
6. A consequence will always be discussed with the pupil at the appropriate time so the logic is clear. It is the behaviour that results in the consequence.
7. If there is a regular (a pattern has formed) occurrence of detrimental behaviour, the carer/parents will be contacted and invited into school to discuss the detrimental behaviour with the class teacher and their child. At this stage, it may be necessary to draw up and implement an ‘Attitude to Learning/Attitude to Kindness’ report card (Appendix 14). Consideration will also be given to a non-cognitive approach such as Drawing and Talking. Attitude to Learning cards are reviewed weekly by Mrs Fordham.
8. If there is persistent detrimental behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Therapeutic Plan (TP) (Appendix 15) will be drawn up with by class teacher and other adults who work with the child including the pastoral team. This is shared with pupil/parent/carers and all staff. The TP will consider feedback from staff working with the pupil and other indicators e.g. Strengths and Difficulties Questionnaire (SDQ) and daily record sheets which help to track progress. TPs will include a de-escalation script, educational and protective consequences and pro social activities. Restorative

activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again.

If the TP does not result in improved behaviour, then a referral may be made for advice or support for pupil in school.

TPs are reviewed at least half termly by the class teacher, supporting staff and other key adults. For some children, the TP will be managed in class with additional adult support, within the class while for others it might be managed in a 'small garden' outside of the classroom with 1:1 support. If a child has a small garden, the class teacher may have weekly sessions with the child with the aim to reintegrate. In line with the child's individual needs, there will be planned time in the classroom with the class.

9. Fixed term internal suspension – carer/parent informed.

10. Carer/Parent telephoned – child to be taken home (temporary suspension)

11. Permanent exclusion.

In all cases of suspension or permanent exclusion Herts guidelines will be adhered to. (See Exclusion Policy)

Restorative Conversations:

Restorative conversations are used to develop children's ability to reflect and explore and all staff are trained in this by the Pastoral Lead. The questions below are used in restorative conversations:

Story telling:

- What has happened?
- What were you thinking?
- What were you feeling?

Impact:

- Who has been affected by this and how?

Solution focus:

- What needs to happen next?

The restorative steps are on display in the Head's, SENCo's and Pastoral Lead's office.

Unconditional Positive Regard

Unconditional positive regard is the act of completely accepting and valuing a person without judgment. It is a key component of a growth-promoting relationship that involves showing support and acceptance for a person regardless of their words or actions, while still being able to address negative behaviours without withdrawing care for the individual. It means accepting the person's inherent worth, separate from their specific behaviours. Education staff have received training in this and it is a concept we are developing to underpin the way in which we interact the children and each other.

Steps Club

The need for attendance at steps club is discussed by class teachers at staff meeting. A year group team takes responsibility for running the club for a week. Mrs Fordham holds steps club on a Friday. Teachers complete the Steps Reflection Log (Appendix 16) and hand this over at the staff meeting (with an indication on how many days this will be for). This is likely to include some written or discussion tasks. Steps club takes place in Rowan Room from 12.00pm. The team return the reflective form to the class teacher and they upload this to CPOMS – with a title of 'Steps Club'. There is some guidance for how to run steps club in Appendix 17a and 17b and this is on display in Rowan Room.

Educational Consequence

Consideration will be given to what the child needs to learn from the situation to support them to demonstrate valued behaviours next time. It may be appropriate to contact parents to discuss educational consequences.

Educational Consequence Example: *The child spends time in the steps club reading related stories/texts at playtime or may have specific time with the Pastoral Teaching assistant to reflect/research what the impact of this kind of behaviour can have on others or make a page for a power point about playing considerately.*

Protective Consequence

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived risk. Consideration will be given to what the pupil needs to demonstrate before the privilege is returned. Part of the educational consequence will include a discussion about why the privilege has been removed.

e.g. hurting another child on the playground

Protective Consequence Example: *The child is not on the playground.*

Supported Play

Sometimes it will be appropriate for children to have supported play in an area separate from the other children. This will be supervised by a member of the pastoral or senior leadership team.

Lunchtime Behaviour

Teaching assistants will use positive affirmation and in recognition of good manners at lunchtime and use this time to build good relationships.

Packed lunches will be eaten in classroom in Year 3 supervised by support staff. All other year groups will eat packing lunches in the dining room. All packed lunches will be outside in good weather. School dinners will be eaten in the dining room supervised by the MSA and lunch time leaders.

Friendship room

The Friendship Room is located in Holly Room and supervised by a Pastoral Teaching Assistant. Games and activities are available but attendance of children is carefully monitored. It is a place for scaffolded play for more vulnerable children as agreed by pastoral team and HT/DH/SENCo.

Play Leaders

Selected support staff and children get the equipment out for lunch time and put it back to promote inclusion and engagement.

Peer mediators

Peer mediators have been trained and are available to mediate in low level friendship issues.

Radios/Telephones.

All classes have a telephone where teachers can phone through to office/SENCo/Pastoral Lead or Head for support. Support staff have access to a radio at all times. Class teachers are responsible for ensuring a radio is available outside if they have no additional adult for support.

CPOMs

The school uses CPOMs to record all safeguarding and behaviour information. Incidents are logged in a factual way. Records should be concise (bullet point where possible) and record key information. Paperwork and emails should be uploaded to CPOMs. If the bullying icon on CPOMs should be used if the attached bullying appendix (see Anti Bullying policy) has been identified. If required, see Preventing and Dealing with Racist Behaviour policy. (See Appendix 18)

Support

The school provides carers/parents with information on parenting courses and support agencies on the newsletter and website.

Monitoring

- Incidents of detrimental behaviour will be logged on CPOMs according to guidelines (the school's electronic record keeping system). Any follow up actions will also be logged here.
- Staff will receive any further necessary information regarding behaviour within the safeguarding agenda item of weekly staff meetings
- Behaviour is discussed at year groups and at 'Review of Attendance and Punctuality' (RAP) meetings
- Formal and informal 'drop in observations' to monitor standards of behaviour over time.
- The Head Teacher reports to Governors each term reports on behaviour trends and any racial and bullying incidents
- The Chair of Governors will be informed if any child is at risk of being excluded
- The Governing Body will review this policy annually
- This policy is linked to the school policy for Reducing Need for Physical Intervention in School, Anti Bullying and Exclusion

Behaviour Principles Statement

Rationale and purpose:

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012)

The purpose of the statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour and Relationships Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles not practice. It is the responsibility of the Head teacher to oversee the development of the school's Behaviour Policy, taking in to account these principles when formulating this. The Head Teacher is also asked to take account of the latest guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff. The school Behaviour and Relationship Policy must be published to all staff and be published on the school website.

Principles:

- It is the right of all pupils of Almond Hill Junior School to feel safe at all times and behaviour should not in any way impact on the safety of pupils, staff or any member of the school community.
- Almond Hill Junior School is an inclusive school where governors expect children to have equal access to all aspects of learning and where all children learn free from any form of discrimination.
- It is the expectation of the governors that all pupils, staff and members of the school community will be treated with mutual respect at all times.
- Governors are clear that high standards of behaviour strongly support the best possible progress for pupils as they can learn in an uninterrupted, purposeful learning environment.
- Governors promote the use of praise, applied fairly and consistently to encourage and reward expected, valued behaviour in and around all areas of the school.
- Governors expect that sanctions for detrimental behaviour should be known and understood by all staff and pupils and consistently applied.
- Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- There is recognition that the Head teacher is expected to consider the use of rewards and sanctions with regards to individual situations and the individual student. However, sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Governors promote partnership with parents

- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Governors support the Therapeutic Thinking Herts approach and have adopted a Restrictive Physical Intervention Policy based on this.
- Governors expect that the school behaviour policy will be applied where children are being educated off site and for reports of inappropriate behaviour outside of school to be followed up by the Head Teacher.

Review:

- This Statement of Principles will be reviewed every two years, or as necessary. The school Behaviour and Relationships Policy is reviewed annually.