



**The Lionwood**  
Schools Federation  

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Life-long Learning

**RELATIONSHIP & BEHAVIOUR POLICY 2019-20**  
**LIONWOOD JUNIOR SCHOOL**

Signed: \_\_\_\_\_ on behalf of Trustees

Date: \_\_\_\_\_



**All different. All equal. All learning.**

## **Behaviour Policy**

At Lionwood Junior School, a commitment to fostering kind and respectful relationships between all stakeholders is at the core of everything we do. This policy has been written to support an effective, happy and safe school community, where children enjoy learning and have a strong sense of self-worth. They also learn to understand the link between emotional states, how this affects their ability to learn and live happily. A positive approach to supporting behaviour is intrinsic to everything we do and reflects the needs of the children in our care. Teachers adapt the approach accordingly to the individual needs of the child in line with the overall school policy and develop children's ability to self-care.

### **Our School Reminders are:**

1. Follow instructions straight away
2. Show respect and good manners at all times
3. Care for everyone and everything

### **Aims**

- To ensure that all our children are safe and happy through the support of emotionally available adults
- Teach self-awareness and the strategies necessary to improve and maintain good mental health
- To ensure our school community has a consistent fair approach to supporting and encouraging learning behaviours
- To ensure our agreed system promotes positive strategies for regulating emotions and supporting behaviour
- To set and communicate high expectations of children's behaviour through clear appropriate boundaries
- To support children to see themselves as in control of and taking responsibility for their behaviour

The school staff are trained by **Trauma Informed Schools UK** to ensure that staff can be emotionally available for all the children, particularly the most vulnerable. 'Motional' Assessments are done with those children who have suffered trauma and programmes to support and build mental health are carried out with our Pastoral Team.

We expect our children to show respect and kindness for each other and each other's property, their teachers, the school building and all associated with the school. We encourage this through good example, careful supervision and simple school reminders, which are to make our school a happy and safe place for everyone.

Our emphasis is very much one of encouraging self-regulation through positively reinforcing good behaviour, effort and achievement across the curriculum. Any problems with work or behaviour are dealt with immediately in school. However, we involve parents/carers with many incidences of inappropriate behaviour so that we can discuss how child can be helped to overcome the problem.

Staff encourage appropriate behaviour throughout the school at all times using positive reinforcement of exemplary behaviour and support to self-regulate. Staff praise children, thus motivating continual improvement using Stars of the Week, the awarding of 'Green tops for consistently excellent behaviour in Year 6 and Headteacher's stickers provide positive motivation

and commendation of exemplary behaviour. We aim to make any sanctions we use relevant to each child's behaviour and needs.

### **The Zones of Regulation**

We use the 'Zones of Regulation' to support the children to recognise and articulate their emotions. This assists them in identifying how these emotions are affecting their behaviour and it help them to use learned strategies to regulate their feeling and thus their behaviour. This ensures that they build their resilience through developing good mental health and a sense of self-worth and self-compassion.

Children are given regular opportunities throughout the day to identify how they are feeling and what they can do if they feel they are in the dis-regulated zones (blue, yellow and red). The aim is always to get them back into the green zone where they are happy and able to learn.

**We fully understand that all children need clear and appropriate boundaries and a calm consistent approach. At times children may need sanctions such as missing their break times in order to complete work or de-brief and have a restorative conversation.**

All teaching staff inform all relevant parties (e.g. parents, MSAs) of how behaviour is being supported used to ensure that everyone is working together for the benefit of the child. The Senior Leadership Team and Pastoral Team provide a high level of bespoke support in the cases where behaviour becomes extreme. This support is outlined in Individual Positive Intervention Plans. If children have Special Educational Needs that affect behaviour, the class teacher will work with the SENCO in order to tailor an appropriate and effective behaviour plan in line with the SEND Code of practice.

Our staff are 'NORFOLK STEPS' trained and understand the importance of safeguarding themselves as well as the children. Staff have learned the appropriate way to positively praise children. Staff are also taught 'Caring Mittens' if behaviour is unsafe to divert negative behaviour towards safety.

Where behaviour is dangerous, support is sort from the Senior Leadership Team who will use trained members of staff to de-escalate the situation. All other children and adults are always moved to a place of safety. If a child has needed to be held, a Risk Reduction Plan (agreed by parents) is put in place before or after the first incident and all incidents are reviewed, recorded and parents informed.

### **Persistent Unsafe Behaviour**

In the cases where persistent extreme behaviours are reoccurring despite use of the previously outlined strategies to, the parent/carer is required to meet with the class teacher to discuss strategies to resolve behaviour.

If the strategies agreed upon in this meeting aren't successful a meeting with the child's parents, the teacher and a member of the SLT will be held to draw up a **Positive Intervention Plan**. This will then be discussed with the child, as appropriate.

The Positive Intervention Plan is personalised and regularly updated with parents and staff. It is designed to be used by all adults in school to give guidance in how to minimise inappropriate behaviour, and what sanctions are put in place, should the inappropriate behaviour occur.

## **The Positive Intervention Plan outlines:**

Inappropriate behaviours observed in school  
Triggers that may lead to inappropriate behaviour  
On-going positive strategies that help to minimise possible incidents  
Clear procedure for staff to follow when incidents of inappropriate behaviour occur.

It is a practical document that is there to ensure that staff are consistent in their approach and that staff, parents and child know what the consequences for actions will occur. The aim of this process is to ensure that we all work together to support the child to be able to make increasingly positive choices.

## **What happens if the Positive Intervention Plans don't help?**

Our aim is to prepare children for the next stage of their education. If a child's behaviour continues to get worse, despite in-school support, the school will seek outside help in consultation with the parents/carers – e.g. a multi-agency assessment for issues such as undiagnosed SEN, a specialist provision (a school more set up to help children who exhibit highly challenging behaviours) or any options which may help the child to be able to succeed in education in the long term.

## **Internal Exclusion**

A serious breach of the behaviour policy can lead to an **Internal Exclusion** as we would aim to keep children on-site whenever it is safe to do so. This internal exclusion will take place in a room with an adult overseeing the child and ensuring work is provided, and using 'Zones of Regulation' to help the child to regulate and make sense of their emotions and behaviours. Parents will always be informed prior to an Internal Exclusion taking place.

## **Fixed Term Exclusion**

When behaviour is deemed to be very violent or aggressive towards either pupils or adults or the risk of harm to others is extremely high and it is not safe for the child to stay on site, an off-site Fixed Term Exclusion may be given. Work will be provided by the school to do at home and the child is required by law to be in the home during school hours. It is expected that a parent will attend a meeting prior to the pupil returning to school and a plan being agreed by the school, parents and pupil. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education, including a letter to parents outlining duration of the exclusion and reason for it being given.

## **Permanent Exclusion**

In very extreme cases the School may need to permanently exclude a pupil. This is the very last resort and the parents and child will almost always have had many meetings and plans in place prior to this. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education.

**Agreed:** Sept 2019

**To be reviewed:** Sept 2020

**Headteacher's signature:**

**Date:**

**Chair of Trustees' signature:**

**Date:**



## **Break and Lunchtime Behaviour**

### ***Consistency and unrelenting high expectations of conduct is key***

Playtimes should be safe times which everyone can enjoy. We want children to continue to develop their appropriate behaviours for learning during break times and this means that adults must continue to provide high quality supervision and guidance at break and lunch.

All members of staff are responsible for ensuring that our agreed behavioural expectations are upheld. This means that **low level infringements must be picked up on meticulously and effectively** by whoever observes them, ensuring that low level incidents do not escalate in to more serious ones.

We want children to take ownership of their behaviour at playtime. We want children to relax at playtime but we don't want unsafe incidents. At Lionwood we ensure that playtime is enjoyable and safe by ensuring all children are actively engaged in play.

Teachers/Teaching Assistants and support staff model this behaviour by:

1. **Being aware of what is going on and getting involved early.** An accident, a fight, a bullying incident, a falling out...all of them are unwelcome because of the distress they cause for the children but also because they generate work for the adults in the school which reduces our capacity to focus on high quality teaching and learning. That's why we all need to constantly work hard to **find out what issues are about to cause problems.**
2. **Talking and listening to the children.** Constantly increasing the children's awareness of their behaviour and encouraging them to take ownership. "What is the reason we don't pick each other up on the playground?" "Do you know why?" "Are we allowed to play fight? Which reminder does that affect?" "Which way round should your coat be? Which reminder does that affect?" **We can use the "Zones of Regulation" to help the children to understand how to regulate their behaviour by addressing their feelings with the support of staff.**
3. **Being confident.** Everyone needs to be clear – the adults are in school to get involved with the children. Adults should have no concern that the children will not respond in a co-operative and respectful way and should therefore feel confident to guide their behaviour. **All adults expect all children to follow instructions straight away.** The expectation of staff is that they uphold high expectations by having the confidence to insist on very high standards of behaviour – and using the staff team to provide support and back-up when things become difficult.
4. **Being child-focused at all times.** We have lots of staff on duty so that they can all focus on the children and role-model what we expect. While good communication between staff is essential to a well organised playground, **the expectation is that staff are interacting with children - for as much time as possible.**

**If a child is failing to display the necessary levels of self-management on the playground, the leadership team will provide access to alternative provision. This includes:**

**Alternative Play (Takes place in the ICT Suite and is supervised by the Teaching Assistants)**

Alternative Play is a safe and stimulating environment which is available to all children. Children can choose to go to alternative play, they may need to go for a period of time due to a medical need or as part of their care plan or they may go for periods of time as part of their Positive Intervention Plan of support.

Provides opportunities to play indoors with toys and games, with close supervision and a focus on building relationships in a safe way. Some children may need to watch this in action before taking part.

Staff in alternative play are focussed on providing support for children who find friendships difficult to manage or who find it hard to manage the size, freedom, noise and excitement of the main playground.

**Social Zone (Supervised by a Teaching Assistant)**

Social Zone is offered on the ground floor for those children who are able to independently engage in conversation and wish to do quiet activities such as drawing and reading. Any child who disrupts this may not be in the Social Zone.

**Inclusion Space (Supervised by SLT)**

This is likely to be inside an office or Mrs Didwell's Room. This would be a short term measure, used while capacity to include the child in other provision is assessed and as a consequence for unsafe behaviour – the SLT may use the "Zones of Regulation" to support the child's understanding of their behaviour.

**Any member of staff can suggest alternative provision for a child to a member of the leadership team, who will discuss the issues and ensure the child is receiving the right support.**

**Teachers should have a procedure for checking that any break/lunch issues are known about and dealt with. Children should have an easy way to make sure that their teacher knows of any unkind behaviour that may have occurred outside of the classroom – the "Zones of Regulation" can be used for this purpose**

**Eating**

Dining spaces should be calm and quiet. All adults can play a part in insisting that children do not blur the lines between play and eating. Shouting, running, mess-making and inconsiderate behaviour must always be challenged.

**Wet break-times**

Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly HOW. Children should be in their own classroom, doing something safe and sensible. Wet breaks are unfortunately not an opportunity to 'let off steam' but they can be an opportunity to relax – it is suggested that specific resources for Wet Play are kept in a place the children know so that they can be accessed and put away quickly.