Behaviour and Relationships Policy

Haddenham Community Junior School

This policy was adopted: January 2025
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1.Introduction

The ethos at Haddenham Community Junior School has **Values** at its core. We are committed to enabling all children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

We are an inclusive school and we recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Our aim is that everyone at Haddenham Community Junior School will 'Dare to Fall and learn to fly'. To *fly* we expect the highest standards of behaviour and personal conduct - for these are at the very heart of productive learning.

2. Our Values

"Values are principles that guide our thinking and behaviour."

The Values based Education (VbE) work here at Haddenham Community Junior School, provides a framework for enabling our pupils to become thinking, self-responsible and caring citizens. VbE is a collaborative approach that encourages self-responsibility and positive relationships. Furthermore, it supports the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

At HCJS, adults model our values, explicitly teaching these during reflective practices. We believe that this empowers individuals to be effective learners and good citizens.

See our website for further details:

https://www.haddenhamjun.co.uk/website/values_based_education/43820

3. Expected Standards of Behaviour (Written statement of behaviour principles)

Everyone at HCJS is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Every pupil must understand that they have the right to feel safe, valued and respected, and learn free from the disruption of others.

We believe that the most effective way of achieving high standards of behaviour is to encourage and praise **positive** behaviour.
These are the underlying principles we wish to nurture throughout the school:

- A culture of exceptionally good behaviour: for learning and for life; Excellent behaviour is a minimum expectation for all.
- We work hard and try our best
- All members of the school community are treated with consideration and respect. We particularly value our 4 core values of Respect, Resilience, Empathy & Reflection
- All members of the school community value others and are polite and friendly
- We show respect for the culture and beliefs of others; All pupils, staff and visitors are free from any form of discrimination
- We show respect for the school environment and other people's property
- We promote self esteem and emotional wellbeing
- School staff help pupils take control over their behaviour and to take ownership and responsibility for their choices.

- Staff and volunteers set an excellent example to pupils at all times. We recognise that all children have the right to feel secure and at HCJS, they are encouraged to talk and to be heard. We want our children to know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

In addition to these principles which encourage positive behaviour, the following also apply at Haddenham Community Junior School:

- Rewards and consequences are consistently and fairly applied by all staff.
- This behaviour and relationships policy is understood by pupils and staff.
- Our exclusions policy explains that exclusions/suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions/suspensions.
- Families are involved in the discussion of behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

4. School rules

All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed and simplified our school rules to enable all our children to embrace them. Our three rules are:

"Be READY, be RESPECTFUL & be SAFE".

We believe our pupils can use these simple words to help them in school and to understand what excellent behaviour may look like when they are ready, respectful and safe.

Below is some exemplification of what this might be:

*We are **READY** to learn – We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening and our minds are ready to try our very best.*

*We are **RESPECTFUL** – We listen when others speak and we respect the property of our friends and the school. We respect that other people have different ideas, beliefs and backgrounds to our own. We respect that people may look different and have different needs but we all feel the same emotions. We respect the law and the rules of school and society.*

We are **SAFE** – We walk around school in a safe manner. We follow instructions to keep ourselves safe. We use equipment safely. We stay safe online and make safe choices in our community.

5. Positive Behaviour Management Strategies

Pupils should know that the school values them and their work. This will be achieved through the staff maintaining a consistent approach towards pupils' behaviour. All adults in the school will use positive language and model the behaviours we are trying to promote through our values when interacting with pupils.

Positive behaviour management may be defined as the strategies our school employs to promote a well ordered, purposeful school community. The principles that underpin these strategies (and this Policy) are as follows:

- All Behaviour is COMMUNICATION
- We **celebrate and reward** good behaviour
- We show an unconditional positive regard for all pupils
- Our 'School Values' are used and reinforced constantly, to model to children what good learning behaviours look like and to discuss how to deal with certain situations
- We uphold a *'no shouting'* policy
- We focus on choice: we refer to wise choices (which lead to good consequences) and unwise choices which are poor (which lead to negative consequences). We also refer to 'natural' consequences as a result of choices made.
- We demonstrate a high level of consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
- We adopt a positive but assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly
- We use *reflection time* and *mindfulness* in class to create a positive climate for learning and to create more awareness of how to self-regulate
- We adopt the Zones of Regulation as a tool for self-awareness, emotional literacy and self regulation and reflection on how we were feeling and the choices we made
- We encourage pupils to be proud of their school
- We encourage pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility
- We use a restorative practice approach to support all of the above (Appendix 2) The Reflections sheets in Appendix 2B can be used to support this process.

6. Rewards and Consequences

As set out in sections 3 and 5 of this policy, at Haddenham Community Junior School, we believe that the most effective way of achieving high standards of behaviour is to encourage, praise and celebrate **positive** behaviour - We have a full and comprehensive system of rewards including verbal praise and written feedback in lessons. We award *Class Dojo* points in all classes and year groups. They are given for a wide variety of reasons; from celebrating pupils showing our school values, to recognising good participation and contribution in lessons or producing high quality work. A full list of school rewards and ways we celebrate pupil achievement and behaviour is set out in Appendix 1C. Although the emphasis is always on encouraging positive behaviour, we have a formalised system for dealing with instances of disruptive and harmful behaviour. These consequences are set out in Appendix 1B of this policy.

7. Strategies for Managing Challenging Behaviour

At HCJS we follow a stepped approach to consequences and managing challenging behaviour (Laid out on Appendix 1B). The majority of behaviours are managed by the first 5 steps until the 'repair' stage.

However some behaviours are more extreme and/or need additional management over time.

Serious or dangerous behaviour

Some serious *or dangerous* behaviour may require a greater or quicker level of action e.g. wilful damage to school property, racist/homophobic incidents and violence. On occasions such as this, a member of the school Senior Leadership team or a member of the pastoral Team (SENDco/Pastoral lead) will be talked to as soon as possible. Serious incidents, including any racist or homophobic incidents, are not tolerated and may result in an suspension. (See section 8). Such incidents will be recorded in the pupil's record and reported to the school's governing board and Buckinghamshire Council.

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. At HCJS we live by the principle that all behaviour is communication.

Adaptations & Reasonable adjustments

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the specific needs of an individual pupil. This will always be reflected in an individual behaviour plan (PIP). Common examples of adaptations or reasonable adjustments include:

- Movement/sensory breaks
- Access to a calm space inside and outside of the classroom
- Enhanced pastoral provision including opportunities and space to regulate when dysregulated.
- A higher threshold of tactical ignoring (including distraction, deflection and recalibration)
- Increased take up time to instructions or reminders of expectations
- Access to scaffolded and supervised play during break times.
- A reduced timetable?

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies (e.g. PRU, the County Inclusion Team, the Virtual School) and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Exclusions & Suspensions

For very serious negative behaviour, the head teacher will consider exclusion in line with the Buckinghamshire Council exclusion guidelines and our own Exclusion Policy. The Headteacher or Deputy Headteacher will ensure parents are informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward. Before the child returns to school, a reintegration meeting will be held with the child, parent and Headteacher/Senior Teacher. Exclusion is always a last resort.

9. Use of Force

At Haddenham Community Junior School we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children. In order to further develop existing practice, we have decided to adopt the 'STEP ON' approach developed by Norfolk Council and adopted recently by Buckinghamshire as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practices that apply when physically moving or holding children. The STEP ON approach is based on de-escalation of scenarios before children reach crisis point. STEP UP is also being adopted here at Haddenham Community Junior School and is focussed on manual handling and restraint training. This is always as a last resort and is only used by trained individuals in order to keep children and others safe.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 7

Haddenham Community Junior School staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Examples of types of force:

- Passive physical contact resulting from standing between pupils or blocking a pupil's path
- Active physical contact such as: leading a pupil by the hand or arm or ushering a pupil away by placing a hand in the centre of the back

In rare and more extreme circumstances, appropriately trained staff may use permitted restrictive holds. Staff must have undergone training on pupil restraint methods before any use of restraint is employed (STEP UP training). Authorisation to use force must be agreed with the Headteacher. This level of action is only taken if the child, or others in his/ her vicinity, is in immediate danger of harm. All uses of restraint are documented. The school has a Positive Handling Policy.

10. Monitoring, Reviewing and Evaluating

We classify incidents of negative behaviour on a 3 point scale (1 being most minor and 3 the most serious) All incidents of negative behaviour at Level 2 & 3 and above are logged in our school management information system (Arbor). Parents are informed, when appropriate, as a matter of routine. These logs are reviewed half termly by a designated member of the Leadership team. When possible, patterns are identified and investigated in order to be proactive in improving behaviour across the school. Numbers and categories of Level 3, behaviour plans and exclusions/suspensions are included in the Headteacher's report to the Governors.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 3 years. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1A) will be reviewed and approved by the full governing board every 3 years.

12. Links with other policies

This policy links to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Positive handling policy
- Exclusion policy

The behaviour principles set out in this policy are summarised for all staff in Appendix 1A - **HCJS Behaviour blueprint**

Parents are asked to sign our **Home/School agreement** (Appendix 3) to indicate they are supportive of the aims , ethos and values of Haddenham Community Junior School.

Appendix 1A: HCJS Behaviour Blueprint

Our Adult Behaviour

- Relentlessly Consistent
- Calm
- Kind and nurturing
- Respectful and fair
- Clear communication
- Solution finders
- Reward positive behaviour first
- Patient

Our 3 Rules

Ready
Respectful
Safe

Our Core Values Message

A value is a principle that guide our thinking and behaviour.

The ethos at Haddenham Community Junior School has **values** at its core. We are committed to enabling all children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

Our aim is that everyone at Haddenham Community Junior School will 'Dare to Fall and learn to fly'. To *fly* we expect the highest standards of behaviour and personal; conduct - for these are at the very heart of productive learning.

Our Microscript

'I noticed that you are …
And our rule is …
You have chosen to …
Do you remember last week when you …
This is who I need to see today …
Thank you for listening.

Our Restorative Conversation Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has this affected and how?
6. What should we do to put things right?
7. How can we do things differently in the future?

Steps	Actions
Reminder	A reminder of the 3 simple rules (Ready, Respectful, Safe) and our expected standard of behaviour, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary on a case by case basis. Adults keep things positive at this stage.
Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Adults use our microscripts and the phrase, *'Think carefully about your next step.'*
Last Chance	A final clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Adults use our microscripts and the phrase, *'Think carefully about your next step.'*
Time Out and Consequences	To reflect and learn, children need timeout and clear, consistent consequences. Examples may include but are not exclusive to; moving seats in class/assembly, a short time outside the room to recalibrate, time on a thinking spot or safe space, redoing or finishing of work to expected standard, removal of privileges, or reduction/loss of a breaktime, lunchtime or golden time. These incidents are logged in Arbor.
Repair	An adult led, reflective, restorative meeting with the child involved. This might be a quick chat at break time (in the playground or classroom) or a more formal meeting. The aim is to learn from the choices made, reflect on behaviour choices and who may have been affected, look at the situation from a different perspective These incidents are logged in Arbor.

Appendix 1B - Stepped Consequences

Steps	Actions
Reminder	A reminder of the 3 simple rules (Ready, Respectful, Safe) and our expected standard of behaviour, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary on a case by case basis. Adults keep things positive at this stage.
Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Adults use our microscripts and the phrase, *'Think carefully about your next step.'*
Last Chance	A final clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Adults use our microscripts and the phrase, *'Think carefully about your next step.'*
Time Out and Consequences	To reflect and learn, children need timeout and clear, consistent consequences. Examples may include but are not exclusive to; moving seats in class/assembly, a short time outside the room to recalibrate, time on a thinking spot or safe space, redoing or finishing of work to expected standard, removal of privileges, or reduction/loss of a breaktime, lunchtime or golden time. These incidents are logged in Arbor.
Repair	An adult led, reflective, restorative meeting with the child involved. This might be a quick chat at break time (in the playground or classroom) or a more formal meeting. The aim is to learn from the choices made, reflect on behaviour choices and who may have been affected, look at the situation from a different perspective These incidents are logged in Arbor.
Once stepped consequences have been followed, if persistent behaviour continues, the following steps will be made. However, some incidents negate the need to follow a stepped approach and move straight to consequence. These incidents are still followed up with time to repair.	
Phone Call Home	If and when appropriate, children may need lunchtime or multiple lunchtime consequences (time removed from the playground or on a reduced playspace). Parents are informed by the class teacher or appropriate adult. These incidents will be logged in Arbor.
Behaviour Report Card	After discussion with Year Group leaders, a class teacher may choose to support a child with a behaviour report card (see Appendix 4). The system helps the child to set realistic targets, monitor and record their own progress. A behaviour report card is supported by all staff as appropriate. Through discussion of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on their own achievements, choices, consequences and overall behaviour. Report cards are monitored by Year Group leaders and/or Senior Leaders depending on 'cycles'.
Positive Intervention Plan (PiP)	A PiP is developed to help individual pupils manage their behaviour. 3 high level incidents within a half term can be an indicator. If a teacher feels an individual child requires a PiP, they need to discuss their concerns with a Senior Leader. The class teacher alongside a member of SLT will share this PIP with parents. The class teacher, senior leader and parents will need to ensure a high commitment to regular monitoring if the PIP is to be successful. The PiP will have the following common elements: Is school based, Have a nominated member of staff as overseer, be automatic for pupils with several fixed term exclusions, be automatic for pupils at risk of failure or disaffection, be automatic for a child identified as having multiple high level behaviour incidents in a half term, will not be used to replace the SEN assessment record, will have involved other agencies where appropriate. The programme should be time limited, identify targets and will identify the reasonable adjustments made if the pupil has SEND. A PiP is reviewed after 6 weeks by its creator or assigned staff member.
Suspension	Suspension is seen as a last resort, after all other attempts to modify behaviour have failed. Suspension serves several purposes, including: To act as a consequence and reinforce, in the mind of the child, the seriousness of the behaviour, to maintain high standards of behaviour in school, to secure the well-being and entitlement of other children and staff in school. If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding suspension. Appropriate work will be set by the class teacher. A reintegration meeting (with child, parents and teachers) is fundamental to repairing and moving forward post suspension.

Appendix 1C - Positive praise and Rewards

Children respond well to praise, encouragement and constructive criticism. Practices which recognise their strengths and difficulties and which also recognise when pupils have achieved what has been asked of them are desirable. The following rewards are considered good practice in the school:

- Verbal praise
- Non verbal praise (thumbs up, smiles, high fives)
- Award of *dojo points*
- Recognition board comments
- Written comments on work
- Stars, stickers, smiley badges
- Positive Postcards/Notes etc
- Positive Phone Calls Home
- Golden Time
- Positive Reward chart for specific behaviour
- Positions of responsibility given to the children
- Displays of children's work
- Referral of good work to the Head teacher – sticker given or in certain circumstances the 'Head Teacher' award certificate.
- Award of 'Learner of the Week' Certificate in Achievement Assemblies
- School Values Awards - Half termly
- Special mentions and showing work in Achievement Assemblies
- Communication with parents through conversations or letters.
- Individual class 'table points system': Children are able to gain points for tidying up, collective effort, or being helpful around the classroom.
- 'values' awards on special occasions. These are when a child has achieved something exceptional in the local community, gone over and above on something in school or has made a positive contribution in some way. These are generally peer group nominated.

Appendix 1D: Additional Examples of Ready, Respectful, Safe

Ready	Respectful	Safe
• Being in on time • Being ready to learn • Dressed in the correct uniform (including PE kit, coat, sun hat) • Active listening • Trying their best in all subjects • Asking and answering questions in lessons • Having the correct equipment school (book, pencil, pen, glue) out for the lesson	• Being kind to each other • Speaking calmly to others • Showing a positive attitude • Looking after all equipment • Using equipment for the job it is intended for • Listening to others (adults and children) • Keeping a tidy classroom • Keeping tidy corridors • Following school policy	• Being calm in the corridors • Wonderful walking • Being calm in the classroom • Being calm on the playground • Taking care of each other • Seeking help and support when it is needed • Kind hands and feet • Using the internet appropriately

Appendix 2A - Restorative Practice and Microscripts

Restorative Practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

'In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they're going to pay for it – for example, by sending them out of the classroom if they're disrupting the lesson,'

'The problem with this system is that children don't learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they've done wrong.'

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Haddenham Community Junior School, we see this as developing, maintaining and repairing **relationships**, building a community based around empathy and self-learning.

A micro-script is a scaffolded talking tool for adults and in time children which help us to deliver our restorative practice approach.

They are scripted and predictable and fair. They enable adults to have a clear focused discussion (intervention) regarding an issue, or a situation calmly and kindly, without emotion or judgement. Micro-scripts allow adults and children to focus on the real issue without distractions or diversions. A micro-script focuses the adult and the child primarily on the choices made and the behaviours as well as future/next steps to success. Micro scripts are always delivered with a calm, kind-and nurturing approach.

Micro Script examples:

- I have noticed that…
- I noticed that…
- And our rule is …
- You have chosen to …
- I will need to speak to you after the lesson …
- Do you remember last week when you …
- This is who I need to see today …
- Thank you for listening.

Microscript to get back on track during deflection.

- 'I hear what you are saying, and yet…
- Be that as it may…
- I understand what you are saying…
- …. and yet I've noticed that…
- …..and our rule is… and you're better than that…
-

Behaviour Reflections

Name: _____

Date: _____

Reasons for my behaviour

Description of my behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Plan for improvement _____

_____

_____

_____

Pupil _____

Parent _____

Teacher _____

Appendix 3: HCJS Home/School Agreement

Haddenham Community Junior School will:

- Provide a broad, balanced curriculum aligned with National Curriculum Key Stage 2 requirements.
- Share curriculum plans to ensure transparency in teaching objectives.
- Foster high academic standards through collaboration, care, and new opportunities.
- Establish clear routines to support learning and behaviour.
- Support your child's wellbeing and safety by providing a safe, supportive and caring environment.
- Promote positive behaviour and the 'Ready, Respectful & Safe' rules through warmth, praise, and reinforcement.
- Encourage children to always do their best and show respect for others, their property, and their surroundings.
- Use child-friendly language and restorative conversations to manage behaviour effectively.
- Maintain regular communication with parents about progress, concerns, attendance, and other school matters.
- Address complaints in accordance with the school complaints policy.
- Build strong relationships with pupils and handle behaviour concerns privately and calmly.
- Follow up on incidents with conflict resolution and parental communication as needed.
- Encourage good attendance and address any concerns with parents or carers where necessary.
- Respond to communications from parents within school office hours, in accordance with school policies.

Pupils will:

Be Ready, Be Respectful, Be Safe

- Attend school regularly and on time.
- Wear the correct school uniform and maintain a tidy appearance.
- Bring all necessary, named equipment each day.
- Put in their best effort in classwork and homework.
- Follow school rules, especially those related to safety and behaviour.
- Follow adult instructions
- Show kindness, politeness, and respect to others.
- Take responsibility for keeping the school clean, tidy, and free from litter or graffiti.

Parents will:

- Prioritise my child's education and well-being.
- Ensure my child attends school regularly and on time. Inform the school by 9am if your child will be absent or late, ensuring clear and timely communication for safety.
- Ensure my child is dressed in the correct uniform, and they are prepared for the school day including provision of equipment such as weather appropriate clothing, PE kit, water bottle and stationary.
- Encourage my child to try their best so they can reach their full potential.
- Attend parents' evenings and meetings regarding their child's progress, learning, and behaviour. Working together with the school to achieve the best outcomes for my child.
- Support the school to make sure my child maintains a consistently high standard of behaviour. Support the school's behaviour policies, including attending relevant meetings.
- Model and reinforce the school's values and 'Ready, Respectful, Safe' rules.
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn.
- Ensure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff. Discussing concerns privately, away from children.
- Understand that I should communicate with staff during school office hours, and although they may at times respond outside of those hours, I can't always expect that.
- Encourage home learning by reading aloud with their child (aiming for five times per week) and supporting homework in line with the school's policy
- Read and follow the school's policies.
- Read all communications sent home by the school and respond where necessary.
- Provide my child with a healthy snack and lunch, understanding that we are NO NUT school.

Haddenham Community Junior School Behaviour Report Card

Targets: _____

_____

_____

Time/Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Assembly					
Lesson 1					
Lesson 2					
BREAK					
Lesson 3					
Lesson 4					
LUNCH					
Lesson 5					
Lesson 6					

Week beginning _____

Signature of teacher _____

Signature of child _____

Signature of SLT (if applicable) _____

	Registration	Assembly	Session 1	Break	Session 2	Session 3	Lunch	Session 3	Session 4	Session 5	Ho Ti
Harmful											
Challenging											
1st signs											
Positive											

Appendix 6: HCJS Behaviour Reporting

Some, but not exclusively all, examples of behaviour reporting codes on Arbor.

These statements/ levels are not rigid. They need to be flexible. Staff take into account narrative, contextualised understanding of the incident, needs of the child, any reasonable adjustments and adaptations, prior incidents just some considerations.

These examples apply to all children, including those with a PiP. However, adaptations and reasonable adjustments as agreed on PiP are taken into consideration on a case by case basis.

Level 1		
Not Ready	**Not Respectful**	**Not Safe**
• Talking at inappropriate time • Not participating in a pair or group • Lack of concentration/focus on work	• Calling out in lesson • Interfering in others learning •	• Swinging on chair • Running inside building • Invading the personal space of others
Level 2		
Not Ready	**Not Respectful**	**Not Safe**
• Any repeated behaviour in L1 (see *'last chance' stepped consequence)* • Not completing appropriate task set by adult	• Any repeated behaviour in L1 *(see 'last chance' stepped consequence)* • Using unkind words	• Any repeated behaviour in L1 *(see 'last chance' stepped consequence)*
Level 3		
Not Ready	**Not Respectful**	**Not Safe**
• Any repeated behaviour in L2 • Consistent, repeated disruption to learning	• Any repeated behaviour in L2 • Stealing • Swearing / Inappropriate language • Racist or discriminatory behaviours • Bullying behaviour • Violent behaviour • Intimidation or threatening behaviours • Intentional vandalism	• Any repeated behaviour in L2 • Inappropriate use of internet • Self removal from Class (outside, inside or not utilising safe spaces) • Not following reasonable adaptations as defined on a PiP