Caister
Primary Federation

Behaviour & Relationships Policy

Formally adopted by the Governing Board of:-	Caister Primary Federation
On:-	
Chair of Governors:-	Payal Patel
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Behaviour & Relationships Policy

Introduction

Here at Caister Primary Federation we encourage children to *be the best we can be*.

We are committed to creating an environment that is based on a **relational** and **restorative** approach which strives to develop **positive** and **trusting relationships**. Positive relationships together with clear and consistent boundaries help children to feel safe and secure, giving them the ability to flourish, thrive and learn.

A relational approach is one that is based on the belief that children need time to reflect and learn, rather than use punitive responses and consequences which can lead to an unhealthy response, shame and breakdown in healthy relationships. These times to reflect help children to understand the effect their actions have on others and themselves.

Recognising that our emotions are a key aspect to managing behaviour, the aim of the relationship policy is to bring the whole Federation community together to adhere to some basic key principles and practices:

- To provide a safe, comfortable and caring environment where optimum learning takes place;
- To provide a clear guide for children, staff and parents of our expectations ;
- To provide a calm and consistent approach;
- All adults to take responsibility;
- A use of consistent language to promote expectations;
- To use reflective and restorative approaches rather than arbitrary ones;
- We acknowledge that different children have different SEND (*Special Educational Needs & Disability)* needs, including SEMH (*Social, Emotion & Mental Health*), and we support them accordingly.

This policy references the approaches we will use and the research which underpins it. These include **PACE** (Playfulness, Acceptance, Curiosity and Empathy); **ACES** (Adverse Childhood Experiences), **The Restorative Approach**, **Norfolk Steps** and the work of **Paul Dix**.

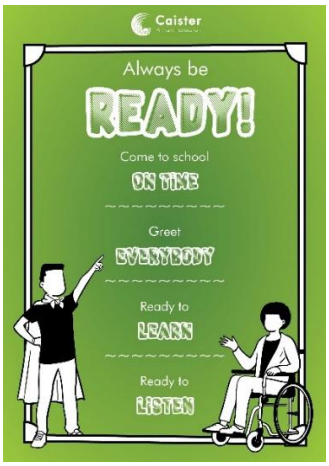
Aims

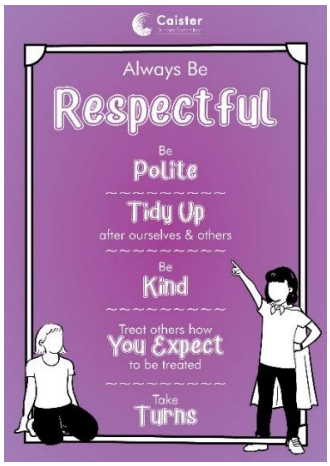
This policy has been developed with the following aims in mind:

- to maintain, encourage and promote optimum behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to staff, governors and families about our expectations, including how we support pupils in managing their own behaviour to create a consistent approach throughout the schools (involving pupils and families)
- to enable staff to act safely and with confidence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify them if the Governing Body want the Federation's behaviour policy to include particular measures.
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteachers, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable; The Standard of Expected Behaviour (School Expectations)

Expectations

There are three Federation expectations which all children, adults and visitors are expected to adhere to. They are displayed prominently in every area of the schools and reinforced positively at every opportunity. Children are taught what each of these expectations means and how they can follow them in school. We are a vibrant and diverse community, and every member is valued for the contribution they make. Through our thoughts, words and actions, we encourage all in our schools to live out these expectations by living fully and acting justly.





Posters displayed around school site

Expectations of all adults and children

Adults		
Ready	**Respectful**	**Safe**
• Come to school on time • Look and listen to the person talking • To greet the children and colleagues • Be ready to start work promptly	• Greet everyone politely • Thank children at the end of the day/Say goodbye • Pick up after ourselves and others • Do things for others because it feels good • Notice when others have done something for me • Hold doors open • Look after school property • Use good manners • Kind words • Open communication • Use restorative approach • Low level voice	• Move calmly around school and outside • Walk on the left-hand side of school corridors • Ensure you use all apparatus/equipment safely • Adhere to online safety guidance • Be mindful of your personal safety • Report/record **all** restorative and safeguarding concerns using CPOMS(Child Protection Online Management System)/Designated Safeguarding Lead; and all behaviour incidents, including any physical interventions.
Children		
Ready	**Respectful**	**Safe**
• Come to school on time • Show good listening skills • To greet everyone • Be ready to start work promptly • Follow all adult instructions	• Greet everyone politely • Thank adults at the end of the day/say goodbye • Pick up after ourselves and others • Do things for others because it feels good	• Move calmly and safely around school and outside • Walk on the left-hand side of school corridors • Speak to a trusted adult if something is worrying you or something looks or feels unsafe

• Ask for support with learning if needed • Wear the correct uniform • Line up in register order • Show READY straight away when asked	• Notice when others have done something for me • Hold doors open • Look after school property • Use good manners and demonstrate what they are • Kind words • Low level voice throughout the Federation sites	• Adhere to online safety guidance • Ensure you use all apparatus/equipment safely
Parents		
Ready	**Respectful**	**Safe**
• Ensure your child has the correct equipment/uniform required • Ensure your child arrives/ is collected on time	• Greet everyone politely • Low level voice throughout the Federation sites • Treat others as you would expect to be treated • Be respectful of school and all adults within the school environment • Work with the professionals for the best outcomes for their child	• Move calmly around school and outside • Walk on the left-hand side of school corridors • Speak to a trusted adult if something is worrying you or something looks or feels unsafe • Report any safeguarding concerns to the designated safeguarding leads

All Adults

We expect every adult in our school community to:

- Take ownership for the expectations of themselves and the children in their care
- Meet and greet the children in their care
- Use consistent language of 'Ready, Respectful and Safe'
- Model positive behaviour and build relationships
- Be calm and give 'take up time' when using stepped strategies
- Follow up every time: retain ownership and engage in reflective, restorative dialogue with children

- Record all incidents including positives, on CPOMS
- Never walk past or ignore children who are presenting with challenging behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation; rather they are to stand alongside colleagues to support, guide, model and show a unified consistency for children**.**

Senior leaders will:

- Welcome all children and families
- Be a visible presence around the school sites, especially during the time of entry and the end of the day.
- Encourage use of relentless and consistent routines, positive notes and phone calls
- Celebrate children and staff whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in restorative conversations when required
- Ensure adult training needs are identified and targeted
- Support parents where appropriate

RESTORATIVE APPROACH

The Five Principles of Restorative Practice demonstrates:

- An appreciation of individual perspectives
- Promoting mutual understanding through making explicit the links between behaviour, thought and feeling
- A focus on impact, not blaming
- Identifying underlying need
- Accountability and responsibility for self and others

We use this approach alongside the Five Key Questions:

- What happened?
- What were you thinking/feeling?
- Who has been affected and how?
- What do you need so that things could be better?
- What needs to happen to repair some of the harm that could be caused?

This allows us to develop the individual child's understanding without apportioning blame or shame upon the individual.

PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness**, **Acceptance**, **Curiosity** and **Empathy**. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

ACES (Adverse Childhood Experiences)

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

Examples of ACEs:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

Experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children.

Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Exposure to ACEs can also impact:

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to manage behaviour in school settings.
- Difficulties coping with emotions safely without causing harm to self or others.

NORFOLK STEPS (See Safe Handling Policy)

SCRIPTS

Scripts will be used throughout the Federation to ensure that all adults are being consistent in the way we address pupils and colleagues. This gives the child clear and consistent boundaries to enable them to understand and regulate without conflict or confusion.

Using scripts allows adults across the Federation to give clear, calm, consistent expectations, knowing that they are providing the best outcomes for all children.

Ready, Respectful and Safe can be applied to a multitude of situations in all areas of school life. These are taught and modelled explicitly, and the language of 'ready, respectful and safe' is used consistently by staff to praise good behaviour publicly and privately. It is also used to remind children of the expectations and modelled by those within the school environment.

We also understand that for some children, following our behaviour expectations is difficult due to their SEND/SEMH needs: in these cases, bespoke positive plans will be provided taking into consideration the child, parent and professionals views.

'Catch and identify what you want to see'

WIT – I wonder, I think and I notice **–** using this language will encourage children to develop the skills of reasoning, conversing with each other and exploration

Positive interaction and recognition is an essential aspect in promoting children's wellbeing. Although part of this can come in the form of physical rewards and prizes, most of it should come from the way in which we support our children's learning and wellbeing through our interactions with them. Rewards are very important, but they should not be used as an incentive to gaining appropriate behaviours. Positive behaviours should stem from a culture where children understand and know what the right thing is to do. That being, rewards as part of our learning systems do have a part to play. As with all aspects of our policy is very important that our systems are consistent across the Federation so that children receive the same message.

Recognition

House points, positive calls/messages or emails home, awarding points using the Class Dojo application or similar, verbal praise, pupil's pupil of the week, pupil of the week/month, puzzle pieces, Headteachers reward

Alternative Rewards Systems

On occasion a child may need alternative rewards, praise or incentives. These should be established as part of a behaviour plan and would normally be for those children identified at the Response Stage of intervention. This may also form part of an alternative curriculum.

Stepped Boundaries

This outlines the steps an adult should take to deal with challenging behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for children which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Reminder	Guidance
Gentle encouragement. A reminder of our simple expectation – Be Ready, Respectful and Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible, and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour, as a result of the reminder.	I noticed that you … (state the noticed behaviour). This is a REMINDER that we need to Be Ready, Respectful and Safe. I would like you to (state wanted behaviour). Thank you for listening. (Give the child 'take up time' of 2 minutes and DO NOT respond.) Example - 'I notice that you're running. Walk, calm and quietly, thank you'.
Warning	**Guidance**
A clear verbal warning delivered privately wherever possible. Learners will be reminded of their good previous good conduct and given guidance so that they can behave in a way that is safe and enables learning to take place.	I notice that you (name behaviour). I wonder if you are feeling (name emotion). How can I help you so that you will be safe/ready to get on with your learning? At Caister Primary Federation, we are Ready, Respectful and Safe. Do you remember yesterday/last week when you... (refer to previous positive behaviour) I know that you can do this/be successful/use kind words. That is who I would like to see today... Thank you for listening." Give appropriate take-up time.

Three or more warnings in a short period must be recorded on CPOMS	When recording CPOMS, remember to: Use ABC (antecedents, behaviour, consequence) to give context. Use bullet points to keep it short. Be factual, rather than judgemental.

Response	Guidance
If, following a warning and support being offered a pupil is still unable to follow the adult instruction, staff will take necessary steps to prioritise and ensure the safety of all pupils, using Norfolk Steps techniques. Individual behaviour plans will be followed. Parents should then be contacted to discuss. This could include the Behaviour Lead/SENDCo. All discussions and actions must be recorded on CPOMS, and plans updated.	Refer to individual risk assessments and behaviour plans for personalised scripts. Remain calm at all times. Ask to swap out with another member of staff if needed.

Reset	Guidance
Give the pupil a few minutes to reset, breathe, look at the situation from a different perspective and compose themselves. It is about the adult and child resetting their relationship and being positive.	There should be **no** conversation at this point other than to say **I'm here when you're ready, just be present in the moment**. It is at this point that children may need to access a quiet space in the classroom or the quiet room.

Repair	Restorative Questions
This is about repairing the relationship between the adult that was involved and the child. This needs to be when both adult and child are emotionally ready- **this may be the next day or even longer than that**. If support is needed then the Behaviour Lead/Pastoral or SENDCo or if deemed necessary SLT can sit alongside. **Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**	• What happened? • How were you feeling? • Who has been affected? • How did this make people feel? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Follow Up

Where children do not follow the Federation's expectations or are displaying challenging behaviours our response should be age appropriate and consistent, following the stepped boundaries approach. Any previous positive reinforcements must not be removed in this process. Discussions with children about this will take place outside of lesson times. This will follow the Restorative Approach either verbally or using the given physical resources.

Supporting Children in Crisis

We may at times have children who exhibit crisis and/or challenging behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will **not** have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of adult then we will ask for help by saying I need to step out. This may also be the case if an adult is finding the situation tricky. A member of staff witnessing a child in crisis should ask 'Are you OK?' and direct the question to the adult. They will then need to respond with either 'Yes, I'm fine' or 'I need to step out.' If another adult feels that the situation needs a change of face they need to say 'I'll step in.' A child in crisis may require support from the Behaviour Lead/ Pastoral team/Emotionally Available Adult (EAA) who they have a positive relationship with and may need time away from class in the quiet room. Further interventions, bespoke plans may then be required, which will be planned with support from the Behaviour Lead, SENCO, Pastoral Team or other significant available adult, taking into consideration the parents views/concerns also.

Occasional challenges

Some children may exhibit characteristics in an extreme way which is out of character for them. These children may be expedited through our system of Stepped Boundaries in order to be dealt with more quickly. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that **all** adults **can** and **should** deal with this.

Extreme Behaviours

Some children exhibit particular challenges based on adverse childhood experiences (ACES) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions, some of these children will already have been identified as having a social, emotional, mental health need. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke de-escalation plans that detail additional support, strategies and expectations. It is the responsibility of all adults working with the child to make themselves aware of the content of the plan to ensure consistency.

These behaviours may include:

- violence (i.e. physical contact made with the intention to harm)
- defiance / rudeness towards any adult
- persistent taunting, teasing and bullying behaviour,
- stealing
- spitting
- swearing

Exclusion

Suspension

Our commitment to inclusive practice and supporting pupils as individuals means that using the stepped approach is almost always sufficient to support our pupils, without risking harm to either themselves or another member of the Federation's community.

However, because we have a responsibility to keep all members of the Federation community safe and to ensure that the learning of our pupils is not disrupted, there will be, in a minority of cases, a requirement to employ one of the following strategies.

In rare cases, it may be necessary to temporarily suspend a pupil for a fixed period of time (subject to a limit of 45 days in any one school year) either internally or externally. On return, there will be a return to school meeting with the child and parent/carer, to ensure that appropriate planning is in place to enable the pupil to follow behaviour expectations.

A suspension may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in class/school would seriously harm the education and welfare of the pupil or others in the school.

Permanent Exclusion

Only ever in an extreme situation could a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

When we take time, effort and goodwill to repair and rebuild relationships *with* our pupils, and *between* our pupils we re-engage hope, relational goodwill and trust. Above all it affirms that fundamental humanity that is at the heart of our profession.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies, a copy of which is available from the school on request.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found in the possession of an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
    i. to commit an offence,
    ii. to cause personal injury to, or damage to the property of, any person (including the pupil).

Pupil conduct and misbehaviour outside school premises

The law allows teachers have a statutory power to hold students accountable for their actions off school premises. Section 90 of the Education and Inspections Act 2006 give headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the Federation's Behaviour and Relationship Policy and procedures, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school(s); or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school(s).
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school(s); or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school(s).

Out of school behaviour

The school(s) is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school(s), educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school(s);
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school(s) care and control over pupils to protect the reputation of the school(s);
- protection for individual staff and pupils from harmful conduct by pupils of the school(s) when not on the school site.

The same behaviour expectations for pupils on the school(s) premises apply to off-site behaviour.

Use of Physical Intervention at Caister Primary Federation Schools

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive 'school' hug, high-five etc);
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

We understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their parents/carers and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle). Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

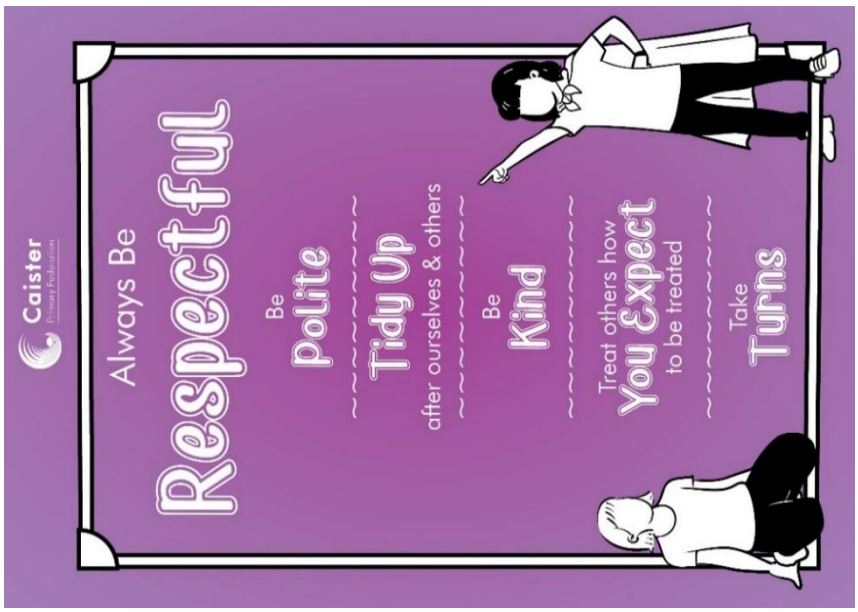
There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to keep children and adults safe. This is only ever done as a last resort, and follows **Norfolk Steps** principles for 'reasonable, proportionate and necessary'.

Please see the document: Safe Handling Policy

This Behaviour & Relationship policy follows the Paul Dix approach, a Restorative Approach which thrives on building healthy, understanding relationships. A clear understanding of **ACES** and how children can/are affected by trauma and the **PACE** approach.

This policy is a new approach to managing relationships/behaviour management in school and should be reviewed and adapted termly to ensure it is meeting the needs intended.

Posters displayed around school



For more additional policies, please see the policies page on our website here.

Appendix 1a Staff Behaviour Management User Guide- Dojo

January 2024

Caister Infant with Nursery School & Caister Junior School

We use **Ready**, **Respectful** and **Safe** in all that we do at Caister Infant with Nursery School & Caister Junior School alongside our motto of '*Challenge, Achieve and Celebrate'*.

Purpose:

This document is a staff user guide to support staff in promoting and managing **Ready**, **Respectful** and **Safe** behaviours.

It provides a clear framework through which staff can support pupils to always behave in an exemplary manner, thus ensuring a positive and safe learning environment for all.

Underpinning philosophy for staff:

- Focus on pre-emptive strategies:
- Explicit teaching and routine references to our expectations
- Teaching and Learning – Ready, respectful, and safe
- Quality First Teaching: All staff demonstrate a range of pre-emptive strategies before escalating to warning/reminders and negative points
- Focus on building positive relationships
- Teaching and modelling to show the children how to behave as a positive member of the community
- Due consideration must be taken for pupils with special education needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional needs.

Consistent expectations are applied for all:

- Rewards and praise given for pupils demonstrating Ready, Respectful and Safe via **Class Dojo**
- "One voice" for all classroom instructions and teacher led phases of lessons
- Clap, stop and listen used in all areas of school consistently
- Consequences should follow the escalation system (as outlined in the behaviour flow chart below)
- Consequences are timely, restorative and allow for reflection and modelling in a supportive environment

**For further information about the underpinning philosophy and consistent expectations, please see further details about a relationships-based approach in the main body of the relationships and behaviour policy.*

Class Dojo

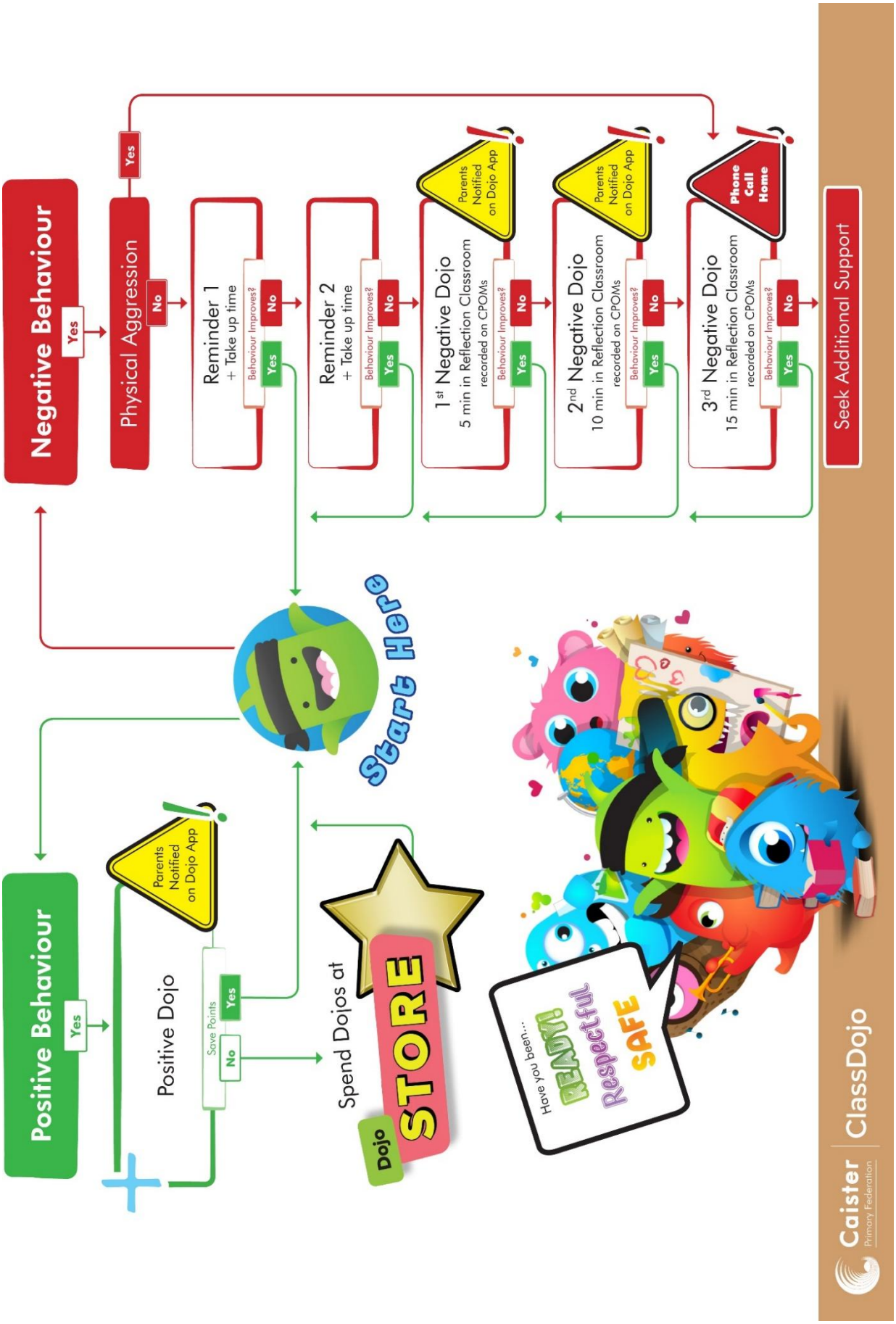
At Caister Infant School with Nursery & Caister Infant with Nursery School & Caister Junior School we believe that an effective partnership between home and school is vital in supporting children in their learning. As a result, we have introduced **Class Dojo** as part of our behaviour and relationships policy. **Class Dojo** is a communication application (app) which connects parents/carers, teachers and children.

Staff will use **Class Dojo** as a communication platform to help engage children and parents/carers in their children's learning and personal development. It has a positive and negative component and a communication system.

Staff will be using Dojo to record both positive and negative Dojo points earned by each child. These may include the following which have been devised by staff and children as behaviours that support positive outcomes in all areas:

Positive points	
Being kind	-being a good friend -kind words/actions -appropriate play
Being helpful	-tidy -organised
Being respectful	-polite -good manners -complimentary - thoughtful
Being engaged	hand up -responsive -inquisitive -recalling learning
Being ready	-equipment -on time -lining up -sitting quietly -Using 'one voice' -Clap/stop/listen -listening
Being safe	-following adult instructions -persistence -on task -high quality work
Working hard	being part of a team -supportive -considering others -sharing - being a role model - Supporting others
The rewards chart is intended as guide. Staff will use their professional judgement to make a final decision on which reward to apply in which situation. Focus rewards may also be added from staff, pupil and parent/carer views at different times according to reviews and areas of focus. The list is including but not limited to the behaviours above.	

Negative points	
Being unkind	-unkind words -unkind gestures -negativity towards others -bullying
Aggressive behaviour	-hurting others -pushing/shoving -not respecting personal space -intimidating/threatening/swearing
Being disrespectful	-rudeness -swearing -answering back -damaging property
Disrupting learning	-calling out -talking when others talking -distracting others
Not following instructions	-refusal -leaving lesson -walking around the classroom
Being unsafe	swinging on chair -running in school -throwing items -barging/pushing -standing on furniture -leaving lessons
Loss of learning	late back -off task -chatting -not listening -not participating -not being ready to learn
The rewards chart is intended as guide. Staff will use their professional judgement to make a final decision on which reward to apply in which situation. Focus rewards may also be added from staff, pupil and parent/carer views at different times according to reviews and areas of focus. The list is including but not limited to the behaviours above.	


Negative Behaviour
Yes
Physical Aggression
No
Yes
Reminder 1
+ Take up time
Behaviour Improves?
No
Yes
Reminder 2
+ Take up time
Behaviour Improves?
No
Yes
1st Negative Dojo
5 min in Reflection Classroom
recorded on CPOMs
Parents Notified on Dojo App
Behaviour Improves?
No
Yes
2nd Negative Dojo
10 min in Reflection Classroom
recorded on CPOMs
Parents Notified on Dojo App
Behaviour Improves?
No
Yes
3rd Negative Dojo
15 min in Reflection Classroom
recorded on CPOMs
Phone Call Home
Behaviour Improves?
No
Yes
Seek Additional Support
Start Here
Positive Behaviour
Yes
Positive Dojo
Parents Notified on Dojo App
Save Points
Yes
No
Spend Dojos at
Dojo STORE
Have you been...
READY!
Respectful
SAFE
Caister Primary Federation
ClassDojo

The children will be expected to complete their reflective restorative minutes according to the flow chart above. Parents will receive a notification via the Dojo app when their child receives a positive or negative point. In addition to the app notification, if a child receives 3 negative points (either for persistent negative behaviour or for aggressive behaviour), parents/carers will be contacted via telephone by the teacher at the next available opportunity that day. If staff are unable to make contact on the telephone, they will send an email via our management Information system (MIS) to notify the parent of the 15 minutes reflection time and the category for which this falls under. See email template below and select appropriate highlighted section:

Dear parent/carer

I have been unable to make contact via the telephone so I am writing to let you know that your child will have 15 minutes reflection time at their next break time due to persistent negative behaviour/aggressive behaviour.

Please could I ask that you discuss this with your child and talk to them about the importance of appropriate behaviour.

Please contact the school office if you wish to discuss this further and I will make contact at my next available opportunity.

Kind Regards

Teacher name

Positive points can be earned and saved to spend at the **Dojo Store** by the children. The shop will open weekly, and children can go along if they have chosen their prize and are ready to cash in their points that day. The shop will open just before the school day on a Monday and close just before the end of registration, so the children are able to get to class and be registered. Shop opening times will be subject to change according to need at busy times.

Toilet dojos are recorded purely to ascertain how many times a child is leaving for the toilet and to be able to highlight any patterns which might mean that the child is struggling in a subject or area of a subject. Sometimes children ask to go to the toilet for reasons other than needing to use the bathroom and we want to ensure we support all children in those circumstances and allow parents

to have a better understanding of the time their child spends out of the class/learning time. Some children need to go regularly due to a medical reason, which is also recorded. Parents/carers can then see how many times they leave a lesson. Parent/carers should contact school if there are medical reasons for regular toilet breaks. There are no positive points or negative points given for a toilet break it is just recorded on the child's account. Children may be asked to wait to visit the toilet, but professional judgement will be used according to the child's response and need at that time. This approach allows the teaching and learning to progress successfully; it means children are less likely to miss key learning.

Dojo points are not displayed publicly as we do not believe this supports children's wellbeing if others are aware of their positives and negatives. We do not want the children to work against one another and compare achievements; their totals are for their own knowledge and their parents/carers so they can discuss what is going well and areas for improvement alongside school staff where necessary. The children can view their total at home on their app or on their parent/carer app.

Pre-emptive teaching strategies:

Teachers at Caister Infant with Nursery School & Caister Junior use the following pre-emptive strategies to embed good habits into our pupils. These allow them to engage positively in the rich and challenging content of our ambitious curriculum. All teachers and staff must use these strategies listed below consistently to provide the best possible learning environment for the children both individually and as a class.

At the same time, we are equipping them with the personal skills they need to take a leading role as a confident speaker, respectful citizen, engaged audience member and effective lifelong learner.

Quality First Teaching: Pre-emptive strategies			
➢ Strategic seating plan ➢ ISP/BSP documents ➢ Follow SEND guidance ➢ Student greeting ➢ Student check ins	➢ Clear expectations ➢ Predictable learning environment ➢ Visual timetables ➢ Classroom routine ➢ Positive language ➢ Front-load behaviour instruction ➢ Buy in time & countdown ➢ Use of rewards	➢ Positive relationships ➢ Verbal reminder & warning ➢ Use student names ➢ Non-verbal cues ➢ Move position in classroom ➢ Visual cues: timers, now and next boards etc.	➢ Responsive / adaptive teaching ➢ Identify misconceptions ➢ Engaging tasks ➢ Scaffolding ➢ Modelling ➢ Checklists for Success ➢ Interact / check in during independent work

One Voice:

There is a lot of key information delivered with a lesson and focus is a hard thing to monitor. To give our pupils the best chance of engaging with content, we insist that when they need to be attending to something, they are in One Voice, meaning:

- The class should be quiet
- Everyone should be ready to listen
- Everyone being respectful of others
- Only one voice should be heard: the adult or a pupil asking or answering a question
- We put our hands up if we wish to contribute

When a teacher asks for One Voice – "Okay class, we are using One Voice", the teacher needs to ensure they have 100% compliance on all components, before moving on. They should use praise and the behaviour system as appropriate. It is vital that we hold high expectations for all pupils, all the time.

Clap, stop and listen:

We know that transitioning between phases of learning places an extra demand on cognitive load which, if not managed, can mean a student misses out on some vital instruction or knowledge. Teachers will use clap, stop and listen between phases to give pupils enough time to refocus as needed.

The adult will gain class attention by clapping a particular rhythm, the children will then stop what they are currently doing and repeat the rhythm back to the adult. After this, the expectation is that all pupils will be ready to receive the next instruction/learning.

Power of Praise:

At Caister we know that desirable behaviour has to be constantly considered. We have high expectations of all pupils. Where earned, pupils should receive the praise according to their behaviours and efforts.

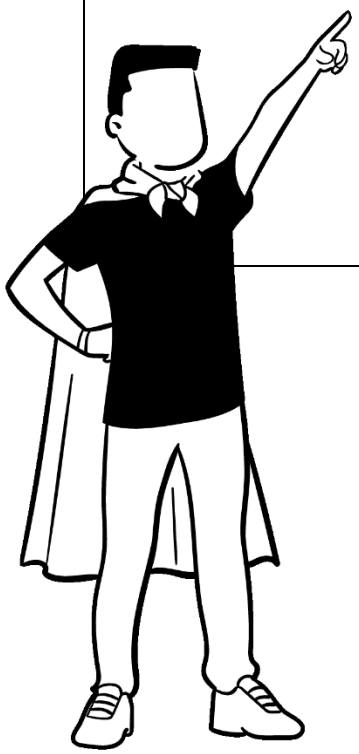
Spotlighting desirable behaviours in a classroom also cultivates a culture in which these positive actions are commonplace. This sets the scene for the actions pupils need to adhere to in order to make the most out of their time at School.

Expectations

There are three federation expectations which all children, adults and visitors are expected to adhere to. They are displayed prominently in every area of the schools and reinforced positively at every opportunity. Children are taught what each of these rules means and how they can follow them in school. We are a vibrant and diverse community, and every member is valued for the contribution they make. Through our thoughts, words and actions, we encourage all in our schools to live out these expectations by living fully and acting justly.

Expectations of all adults and children

Adults		
Ready	**Respectful**	**Safe**
• Come to school on time • Look and listen to the person talking • To greet the children and colleagues • Be ready to start work promptly	• Greet everyone politely • Thank children at the end of the day/Say goodbye • Pick up after ourselves and others • Do things for others because it feels good • Notice when others have done something for me • Hold doors open • Look after school property • Use good manners • Kind words • Open communication • Use restorative approach • Low level voice	• Move calmly around the school and outside • Walk on the left-hand side of the school corridors • Ensure you use all apparatus/equipment safely • Adhere to online safety guidance • Be mindful of your personal safety • Report/record **all** restorative and safeguarding concerns using CPOMS/DSL; and all behaviour incidents, including any physical interventions.



Children		
Ready	**Respectful**	**Safe**
Come to school on time Show good listening skills To greet everyone Be ready to start work promptly Follow all adult instructions Ask for support with learning if needed Wear the correct uniform Line up in register order Show READY straight away when asked	Greet everyone politely Thank adults at the end of the day/say goodbye Pick up after ourselves and others Do things for others because it feels good Notice when others have done something for me Hold doors open Look after school property Use good manners and demonstrate what they are Kind words Low level voice throughout the federation	Move calmly and safely around the school and outside Walk on the left-hand side of the school corridors Speak to a trusted adult if something is worrying you or something looks or feels unsafe Adhere to online safety guidance Ensure you use all apparatus/equipment safely

Parents		
Ready	**Respectful**	**Safe**
• Ensure your child has the correct equipment/uniform required • Ensure your child arrives/ is collected on time	• Greet everyone politely • Low level voice throughout the federation • Treat others as you would expect to be treated • Be respectful of school and all adults within the school environment • Work with the professionals for the best outcomes for their child	• Move calmly around the school and outside • Walk on the left-hand side of the school corridors • Speak to a trusted adult if something is worrying you or something looks or feels unsafe • Report any safeguarding concerns to the designated safeguarding leads

All Adults

We expect every adult in our school community to:

- Take ownership for the expectations of themselves and the children in their care
- Provide Quality First Teaching in all aspects of Teaching and Learning
- Meet and greet the children in their care
- Use consistent language of 'Ready, Respectful and Safe'
- Model the behaviour of 'Ready, Respectful and Safe'
- Model positive behaviour and build positive relationships
- Be calm and give 'take up time' when using stepped strategies
- Follow up every time: retain ownership and engage in reflective, restorative dialogue with children
- Record all incidents including positives, on CPOMS
- Never walk past or ignore children who are presenting with challenging or harmful behaviours – offer support to colleagues where necessary
- Never walk past or ignore children who are displaying positive behaviour - praise

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation; rather they are to stand alongside colleagues to support, guide, model and show a unified consistency for children and families**.**

Senior leaders will:

- Welcome all children and families
- Be a visible presence around the school site, especially during the time of entry and the end of the day.
- Encourage use of relentless and consistent routines, positive notes, **Dojo** points and phone calls
- Celebrate children and staff whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in restorative conversations when required
- Ensure adult training needs are identified and targeted
- Ensure Quality First Teaching strategies are used consistently and intervene to support where this is needed
- Support parents where appropriate

RESTORATIVE APPROACH

During reflection time we aim to support the pupils to reflect on the situation that caused them to be there and restore relationships with a supportive approach. We use the following approaches:

The Five Principles of Restorative Practice demonstrates:

- An appreciation of individual perspectives
- Promoting mutual understanding through making explicit the links between behaviour, thought and feeling
- A focus on impact, not blaming
- Identifying underlying need
- Accountability and responsibility for self and others

We use this approach alongside the Five Key Questions:

- What happened?
- What were you thinking/feeling?
- Who has been affected and how?
- What do you need so that things could be better?
- What needs to happen to repair some of the harm that could be caused?

This allows us to develop the individual child's understanding without apportioning blame or shame upon the individual.

NORFOLK STEPS

SCRIPTS

Scripts will be used throughout the federation to ensure that all adults are being consistent in the way we address pupils and colleagues. This gives the child clear and consistent boundaries to enable them to understand and regulate without conflict or confusion.

Using scripts allows adults across the federation to give clear, calm, consistent expectations, knowing that they are providing the best outcomes for all children.

Ready, **Respectful** and **Safe** can be applied to a multitude of situations in all areas of school life. These are taught and modelled explicitly, and the language of 'ready, respectful and safe' is used consistently by staff to praise good behaviour publicly and privately. It is also used to remind children of the expectations and modelled by those within the school environment.

We also understand that for some children, following our behaviour expectations is difficult due to their SEND/SEMH needs: in these cases, bespoke positive plans will be provided taking into consideration the child, parent and professionals views.

'Catch and identify what you want to see'.

WIT – I wonder, I think and I notice **–** using this language will encourage children to develop the skills of reasoning, conversing with each other and exploration

Additional Recognition

Positive calls/messages or emails home will be used. **Class Dojo**, verbal praise, pupil's pupil of the week, pupil of the week/month, Headteachers reward, Recognition award will also be used. Class teachers also use their own reward and praise strategies within their classroom to promote and celebrate the children's efforts. House points are used as a team reward rather than individual.

Alternative Rewards Systems

On occasion a child may need alternative rewards, praise or incentives. These should be established as part of a behaviour plan and would normally be for those children identified at the Response Stage of intervention. This may also form part of an alternative curriculum.

Stepped Boundaries

This outlines the steps an adult should take to deal with challenging behaviour at school. It includes micro-scripts for each step to ensure consistency in language and predictability for children which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further. This works alongside the **Dojo** positive and negative system.

Reminder 1	Guidance
Gentle encouragement. A reminder of our simple expectation – Be Ready, Respectful and Safe delivered privately wherever possible. **Repeat reminders if necessary**. De-escalate where reasonable and possible, and take the initiative to keep things at this stage. **Praise will be given** if the child is able to model good behaviour, as a result of the reminder.	**I noticed that you…** (state the noticed behaviour). **This is a REMINDER that we need to Be Ready, Respectful and Safe.** **I would like you to…** (state wanted behaviour). **Thank you for listening.** (Give the child 'take up time' and DO NOT respond.) ***Example*** *- 'I notice that you're running. Walk, calm and quietly, thank you'.*
Reminder 2	**Guidance**
A clear verbal warning delivered privately wherever possible. **Learners will be reminded of their previous good conduct** and given guidance so that they can behave in a way that is safe and enables learning to take place.	**I notice that you** (name behaviour). **I wonder if you are feeling** (name emotion). **How can I help you so that you will be safe/ready to get on with your learning?** **At Caister Primary Federation, we are Ready, Respectful and Safe. Do you remember yesterday/last week when you**... (refer to previous positive behaviour) **I know that you can do this/be successful/use kind words. That is who I would like to see today... Thank you for listening.** **Give appropriate take-up time.**
Reminder 3 – negative Dojo given **(5 minutes reflection)**	**Guidance**
Negative Dojo point given and recorded on CPOMS. **One negative Dojo = 5 mins reflection time** **Two negative Dojos = 10 mins reflection time** **Three negative Dojos = 15 mins reflection time** ***Three negatives are given immediately for any aggressive behaviours**	**Reflection time will take place in an upper or lower school classroom** at the next available break/lunch time. When recording CPOMS, remember to: • Use ABC (antecedents, behaviour, consequence) to give context. • Use bullet points to keep it short. • Be factual, rather than judgemental.

Reflect and Repair	Restorative Questions
This is about repairing the relationship between the parties involved and learning from the behaviour. The reflection time takes place at the next available break. If support is needed, then the Behaviour Lead/Pastoral or SENDCo or if deemed necessary SLT can sit alongside. **Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place where necessary.**	• What happened? • How were you feeling? • Who has been affected? • How did this make people feel? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Response	**Guidance**
If, following a number of reflection circles (missed break) offered a pupil is still unable to follow the adult instruction or use **Ready**, **Respectful** and **Safe** behaviour, staff will take necessary steps to prioritise and ensure the safety of all pupils, using Norfolk Steps techniques. Individual behaviour plans will be followed. Parents should then be contacted to discuss. This could include the Behaviour Lead/SENDCo. All discussions and actions must be recorded on CPOMS, and plans updated.	• Refer to individual risk assessments and behaviour plans for personalised scripts. • Remain calm at all times. • Ask to swap out with another member of staff if needed.

Follow Up

Where children do not follow the federation's expectations or are displaying challenging behaviours our response should be **age appropriate** and **consistent**, following the stepped boundaries approach. Any previous positive reinforcements must not be removed in this process. Discussions with children about this will take place outside of lesson times. This will follow the Restorative Approach either verbally or using the appropriate resources.

Supporting Children in Crisis

We may at times have children who exhibit crisis and/or challenging behaviours that harm and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe including all children and adults. Rarely this can mean moving the learning for the majority to a different location. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will **not** have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of adult, then we will ask for help by saying *I need to step out*. This may also be the case if an adult is finding the situation tricky. A member of staff witnessing a child in crisis should ask '***Are you OK***?' and direct the question to the

adult. They will then need to respond with either '***Yes, I'm fine***' or '***I need to step out***.' If another adult feels that the situation needs a change of face they need to say ***'I'll step in***.' A child in crisis may require support from the Behaviour Lead/ Pastoral team/Emotionally Available Adult (EAA) who they have a positive relationship with and may need time away from class in the quiet room. Further interventions, bespoke plans may then be required, which will be planned with support from the Behaviour Lead, SENCO, Pastoral Team, or other significant available adult, taking into consideration the parents views/concerns also.

Occasional challenges

Some children may exhibit characteristics in an extreme way which is out of character for them. These children may be expedited through our system of Stepped Boundaries in order to be dealt with more quickly. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that **all** adults **can** and **should** deal with this by discussing such incidences with SLT immediately.

Exclusion

Suspension

Our commitment to inclusive practice and supporting pupils as individuals means that using the stepped approach is almost always sufficient to support our pupils, without risking harm to either themselves or another member of the school community.

However, because we have a responsibility to keep all members of the school community safe and to ensure that the learning of our pupils is not disrupted, there will be, in a minority of cases, a requirement to employ one of the following strategies.

In rare cases, it may be necessary to temporarily suspend/isolate a pupil for a fixed period of time (subject to a limit of 45 days in any one school year) either internally or externally. On return, there will be a return to school meeting with the child and parent/carer, to ensure that appropriate planning is in place to enable the pupil to follow behaviour expectations.

A suspension may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in class/school would seriously harm the education and welfare of the pupil or others in the school.

Permanent Exclusion

Only ever in an extreme situation could a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

When we take time, effort and goodwill to repair and rebuild relationships with our pupils, and between our pupils we re-engage hope, relational goodwill and trust. Above all it affirms that fundamental humanity that is at the heart of our profession.

Use of Physical Intervention at Caister Primary Federation Schools

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive 'school' hug, high-five etc);
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

We understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their parents/carers and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle). Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to keep children and adults safe. This is only ever done as a last resort, and follows Norfolk Steps principles for 'reasonable, proportionate and necessary'.

Please see the document: Safe Handling Policy ******Need to upload to website.***

This user guide follows the Paul Dix approach, a Restorative Approach which thrives on building healthy, understanding relationships. A clear understanding of ACEs (Adverse Childhood Experiences and how children can/are affected by trauma and the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach.

This user guide is a new approach to managing relationships/behaviour management in Caister Infant School with Nursery & Caister Junior School and should be reviewed and adapted termly to ensure it is meeting the needs intended.

Appendix 1b Behaviour Management Summary Guide for Parents

Caister Infant with Nursery School & Caister Junior School September 2024

We use **Ready**, **Respectful** and **Safe** in all that we do at Caister alongside our motto of '*Challenge, Achieve and Celebrate'*.

Purpose:

This document is a 'Parent user guide' to summarise how we use Class Dojo to promote and manage **Ready, Respectful** and **Safe** behaviours.

It provides a clear framework through which staff and parents can support pupils to always behave in an exemplary manner, thus ensuring a productive, positive and safe learning environment for all.

Underpinning philosophy for staff:

- Teaching of expectations
- Use of Ready, Respectful and Safe language consistently by pupils and adults
- Quality First Teaching – all staff use a range of strategies to support all pupils
- Focus on building positive relationships with all pupils
- Teaching and modelling positive behaviour
- Due consideration taken for pupils with special educational needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional needs

Consistent expectations are applied for all:

- Rewards and praise given for pupils demonstrating Ready, Respectful and Safe via **Class Dojo**
- "One voice" for all classroom instructions and teacher led phases of lessons
- Clap, stop and listen used in all areas of school consistently
- Consequences should follow the escalation system (as outlined in the behaviour flow chart below)
- Consequences are timely, restorative and allow for reflection and modelling in a supportive environment

**For further information about the underpinning philosophy and consistent expectations, please see further details about a relationships-based approach in the main body of the relationships and behaviour policy.*

Class Dojo

At Caister Infant with Nursery School & Caister Junior School we believe that an effective partnership between home and school is vital in supporting children in their learning. As a result, we have introduced **Class Dojo** as part of our behaviour and relationships policy. **Class Dojo** is a communication application (app) which connects parents/carers, teachers and children.

Staff will use **Class Dojo** as a communication platform to help engage children and parents/carers in their children's learning and personal development. It has a positive and negative component and a communication system via the news feed.

Please note, we do not use the private messaging section of class Dojo – please contact the school office to pass on a message or to arrange a meeting with the class teacher (01493 378300).

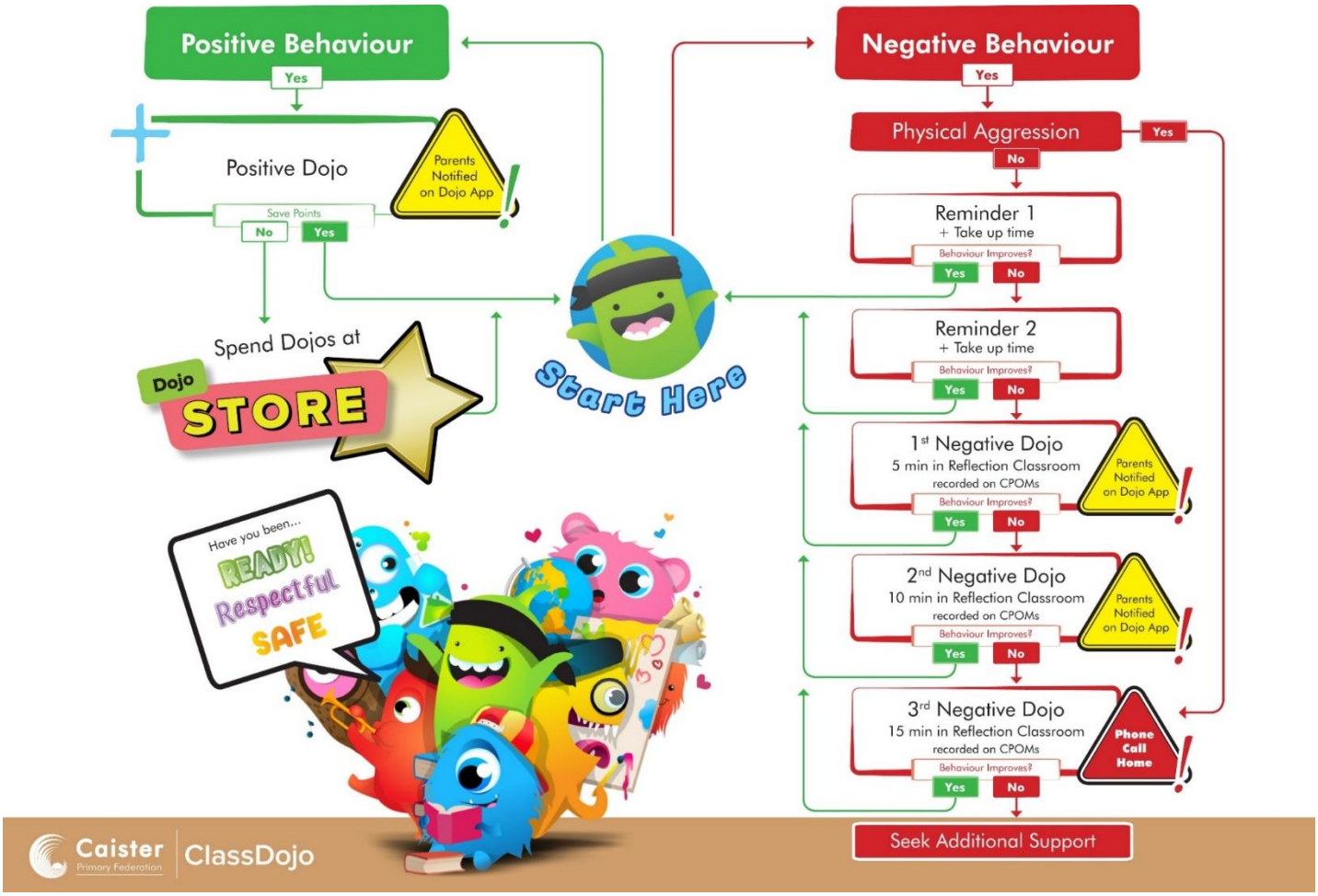
Staff will be using Dojo to record both positive and negative Dojo points earned by each child. These may include the following which have been devised by staff and children as behaviours that support positive outcomes in all areas:

Positive points	
Being kind	-being a good friend -kind words/actions -appropriate play
Being helpful	-tidy -organised
Being respectful	-polite -good manners -complimentary - thoughtful
Being engaged	hand up -responsive -inquisitive -recalling learning
Being ready	-equipment -on time -lining up -sitting quietly -Using 'one voice' -Clap/stop/listen -listening
Being safe	-following adult instructions -persistence -on task -high quality work
Working hard	being part of a team -supportive -considering others -sharing - being a role model - Supporting others
The rewards chart is intended as guide. Staff will use their professional judgement to make a final decision on which reward to apply in which situation. Focus rewards may also be added from staff, pupil and parent/carer views at different times according to reviews and areas of focus. The list is including but not limited to the behaviours above.	

Negative points	
Being unkind	-unkind words -unkind gestures -negativity towards others -bullying
Aggressive behaviour	-hurting others -pushing/shoving -not respecting personal space -intimidating/threatening/swearing
Being disrespectful	-rudeness -swearing -answering back -damaging property
Disrupting learning	-calling out -talking when others talking -distracting others
Not following instructions	-refusal -leaving lesson -walking around the classroom
Being unsafe	swinging on chair -running in school -throwing items -barging/pushing -standing on furniture -leaving lessons
Loss of learning	late back -off task -chatting -not listening -not participating -not being ready to learn
The rewards chart is intended as guide. Staff will use their professional judgement to make a final decision on which reward to apply in which situation. Focus rewards may also be added from staff, pupil and parent/carer views at different times according to reviews and areas of focus. The list is including but not limited to the behaviours above.	

Positive and Negative Dojo Behaviour flowchart – displayed and referred to throughout school.

Reflective conversations



The children will be expected to complete their reflective restorative minutes according to the flow chart above. Parents will receive a notification via the Dojo app when their child receives a positive or negative point. In addition to the app notification, if a child receives 3 negative points (either for persistent negative behaviour or for perceived aggressive behaviour), parents/carers will be contacted via telephone by the teacher at the next available opportunity that day. If staff are unable to make contact on the telephone, they will send an email via our management Information system (Arbor) to notify the parent of the 15 minutes reflection time and the category for which this falls under.

As a school we have a **zero tolerance approach to aggressive behaviour** and any behaviour such as this will result in immediate 15 minutes' reflection time or an alternative consequence which can be found in our Relationships and Behaviour policy.

Positive points

Positive points can be earned and saved to spend at the **Dojo Store** by the children. The shop will open weekly, and children can go along if they have chosen their prize and are ready to cash in their points that day. The shop will open just **before** the school day on a Monday and close just before the end of registration, so the children are able to get to class and be registered. Shop opening times will be subject to change according to need at busy times.

Toilet dojos are recorded purely to ascertain how many times a child is leaving for the toilet and to be able to highlight any patterns which might mean that the child is struggling in a subject or area of a subject. Sometimes children ask to go to the toilet for reasons other than needing to use the bathroom and we want to ensure we support all children in those circumstances and allow parents to have a better understanding of the time their child spends out of the class/learning time. Some children need to go regularly due to a medical reason, which is also recorded. Parents/carers can then see how many times they leave a lesson. Parent/carers should contact school if there are medical reasons for regular toilet breaks. There are no positive points or negative points given for a toilet break, it is just recorded on the child's account. Children may be asked to wait to visit the toilet, but professional judgement will be used according to the child's response and need at that time. This approach allows the teaching and learning to progress successfully; it means children are less likely to miss key learning.

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How parents can work with us to support pupils to be Ready, Respectful and Safe:

- Download the parent app and sign up for free (use letter from school)
- Download the pupil app on children's devices (use letter from school)
- Monitor and talk to your child about positive/negative points on the app
- Celebrate and praise positive points
- Reflect and encourage a different approach for negative points
- Model Ready, Respectful and Safe behaviour with and in front of children
- Work with school to talk about any concerns so children see a joined-up approach from both home and school

This user guide follows the Paul Dix approach, a Restorative Approach which thrives on building healthy, understanding relationships. A clear understanding of ACEs (Adverse Childhood Experiences and how children can/are affected by trauma and the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach.

This user guide is a summary of the approach to relationships/behaviour management in Caister Infant with Nursery School & Caister Junior School and is reviewed and adapted termly to ensure it is meeting the needs intended.

Further information can be found in our full Behaviour and Relationships policy.

Appendix 2 – Table of changes

Date of change	Paragraphs affected	Summary of update
10/10/2025	Cover	Updated Chair of Governors information and Review Date
10/10/2025	Throughout document	Updated instances of Caister Junior School to read *'Caister Infant school with Nursery & Caister Junior School'*