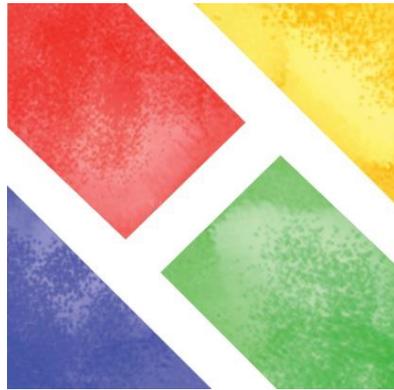


Henleaze Junior School



Behaviour Policy

Review

Review Cycle:	Last reviewed:	Next review:
Annual	Term 2, 2023	Term 2, 2024

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Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding, we will consider our duties under the Equalities Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Safeguarding statement

Henleaze Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's [Safeguarding Policy](#).

Rationale and aims

At Henleaze Junior School, we recognise and value our role in enabling children to become responsible and empowered members of their community. We strive to treat all members of our school community with unconditional respect and we aim to help everyone learn to manage their emotions, develop relationship skills and make positive behaviour choices.

At HJS, we believe that:

- children learn best when they feel understood and where there are clear and consistent boundaries around behaviour.
- behaviour is a form of communication and it can be a person's unconscious response to their emotional state.
- negative behaviour can signal a need for support which we will provide in a way that builds on the school's values and expectations.
- managing emotions and making positive behaviour choices can be actively taught and need to be modelled. This is called 'Social & Emotional Learning'.

Social & Emotional Learning: We focus on learning about behaviour and on promoting 'behaviour for learning'. Children who are aware of their feelings and their physical responses and who can develop skills for managing emotions and expressing them appropriately will be more likely to make positive behaviour choices. As these strategies for self-awareness and self-regulation are developed and strengthened, they become essential life skills that help pupils build self-esteem and develop positive relationships with others.

Rules and responsibilities

Individual classes agree their own class charters, which sit alongside our whole-school rules:

The 'Golden Rules':

- Be gentle and respect other people's personal space – *Don't hurt anybody.*
- Be kind and helpful – *Don't hurt people's feelings.*
- Listen to people – *Don't interrupt.*
- Work hard – *Don't waste your or other people's time.*
- Be honest – *Don't cover up the truth.*
- Look after property – *Don't waste or damage things.*

The '**Three Key Rules**' for inside the school building and lining up:

'Wonderful Walking', 'Indoor Voices' and 'Lovely Lining up'.

Children: It is the responsibility of children to learn to manage their emotions and to make positive behaviour choices in line with the school's values and rules.

Parents/Carers: Parents and carers play a crucial role in instilling values that help children make positive behaviour choices, and pupils thrive where professionals and families work collaboratively to address their needs. It is the responsibility of parents/carers to:

- Co-operate with staff in applying the school's behaviour policy and support the school in applying any consequences to deal with specific incidents.
- Keep the school informed of events at home that could significantly affect their child's behaviour and communicate any concerns.

Staff: It is the responsibility of all staff to embody the school's rules and values and to:

- model emotional management skills and promote positive behaviour choices at every opportunity, and in doing so help build self-esteem and empathy in pupils.
- have consistently high expectations of children's behaviour choices.
- respond to both positive and negative behaviour choices consistently using agreed strategies and scripts.
- respond swiftly to bullying and accusations of bullying of any kind by applying the school's anti-bullying policy.
- keep parents/carers informed of significant behaviour choices, communicate concerns promptly and use the school's secure online application (CPOMS) to record serious and/or repeated behaviour incidents.

Promoting and celebrating positive behaviour

A wide range of strategies are embedded across the school to enable children to make appropriate choices and learn about expected behaviour. These include:

- Communication of consistently high expectations by all staff of all children.
- Staff proactively noticing children making positive choices and then explicitly praising the behaviour.
- School rules and values displayed prominently across the school and class charters created collaboratively with children and then regularly referenced.
- Structured daily routines shared through visual timetables and consistent routines for transitions throughout the school day.
- Positive recognition for children when they meet behaviour expectations through the awarding of a range of rewards, such as team points, class treats and 'Golden Time' at the end of each week as a reward for following the 'Golden Rules'.
- Each day of the week is worth up to '5 stars' as a collective reward to the class, each star representing 1 minute of Golden Time on Friday afternoon. Teachers can also award a 'bonus star' each day (making a maximum of 30 minutes Golden Time).

There are also specific **Social & Emotional Learning** strategies:

- Regular 'Circle Time' in classes to promote a powerful sense of belonging to a class and school community, and to explore challenging issues as they arise.
- Frequent use of the '**mood meter**' tool to help children develop awareness and understanding of their emotional states, which then supports them in managing their feelings and expressing them appropriately. (*see Appendix 2*)
- 'Wellbeing window/wall' display in every classroom which promotes self-care and self-regulation strategies, and a 'bubble box' to support children in communicating concerns to their teacher.
- Teaching and supporting children to overcome difficulties with peers by using the '**Traffic lights**' tool for conflict resolution. (*see Appendix 3*)

Supporting changes from negative to positive behaviour

We believe children should be supported to make an active change to their behaviour in order to learn from situations for the future. We use the following approaches for this:

The steps to helping children make good choices when a child or group of children are struggling with managing their emotions:

1. Approach calmly - "I can see something is wrong. I'm here to help".
2. Acknowledge feelings - "I can see you are feeling..."
3. Listen to all individuals involved.
4. Ask for and offer ideas for solutions/more appropriate choices.
5. Summarise positive next steps and celebrate good choices.
 - The '**Neo-cortex in control**' tool is used to remind children of our whole-school key emotional regulation techniques. It can also prompt discussion about what an individual pupil's personal techniques could be. (*see Appendix 4*)

The '**Chimp in charge**' tool supports adults in debriefing incidents with children so they can learn how to make positive behaviour choices in future. It also helps develop empathy. (*see Appendix 5*) **If a child is not behaving appropriately, staff use the following steps to provide support, moving to each next step if the negative behaviour continues:**

1. A reminder is given about expected behaviour.
2. A warning is given there will be a consequence if the negative behaviour continues.
3. Time is provided for the child to reflect on the situation and think about appropriate behaviour choices, with reference to the school rules and values. This will usually take place at the beginning of the next free period of time (playtime/lunchtime) but can also involve sending the child for time out in a partner class.
4. Further reflection time is provided during Friday 'Golden Time'. This will be supported by a discussion about expectations/values, self-regulation and social awareness which will be focussed on making positive choices in future.
5. A senior staff member will spend time with the child supporting them to reflect on their behaviour and parents/carers will be informed by the class teacher.

Steps can be moved through more quickly when basic behaviour expectations are not met.

In order to promote good behaviour and to aid a consistent approach throughout the school a weekly record sheet will be used in every class in order to monitor low-level disruptive behaviour. The weekly "Tally Chart" can be used by any adult to mark a misdemeanour by a child. If a child does something wrong (e.g. shouting out), a reminder should be given. A repeat offence would then warrant a mark on the tally chart. Running or shouting in the corridor would warrant an immediate tally as these behaviours should not need reminders.

If an adult feels that it is important that the class teacher knows why the tally was given, then there is room on the back of the weekly sheet for comments. However, this will not always be necessary. If a child has an individual behaviour plan, their name must be highlighted on the Tally chart and additional notes provided to support any adult with helping to manage their behaviour. When more support is required

Individual Behaviour Plans

Some children may find it more difficult to manage their emotions, reactions and choices and will need additional support to enable them to develop self-regulation skills over time. When this is the case, the Inclusion Team will become involved and an Individual Behaviour Plan (IBP) can be co-constructed with the child and their family. It is important for staff and parents/carers to focus on what the child may be communicating through their behaviour.

We recognise that individual children respond differently to different strategies and that it may be necessary to explore a variety of interventions before finding successful ones.

An IBP will be reviewed on a regular basis and the aim will be to modify behaviour patterns to the point where the plan can be withdrawn.

For more detail refer to our Special Educational Needs Policy

Physical Intervention

There may be times when a child puts themselves or others at risk of harm and staff may need to intervene physically to keep children safe. We have staff trained in positive handling techniques. Physical intervention will only be used, in accordance with the Positive Handling Policy, if it is proportionate, reasonable, appropriate and in the child's best interests. Staff will use defusion/distraction strategies to help the child de-escalate, including using approved scripts: *"I can see something is wrong"*, *"I'm here to help"*, *"You talk, I'll listen."* When supporting children who are in a state of dysregulation, we are guided by Dr Bruce Perry's "Three R's for reaching the learning brain": first we must help the child *regulate* their emotional state, then we need to *relate* to them, and only then we can *reason* with them. Physical intervention will be recorded and reviewed to consider what is happening for the child and how they can be supported.

For more detail, refer to our Positive Handling Policy.

Exclusion

The Headteacher may issue fixed term exclusions for serious incidences of unacceptable behaviour and may permanently exclude a child, in accordance with the [statutory guidance](#). Government guidance states that, "The Government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." Every effort is made to identify children at risk of exclusion and to put in place strategies to avoid this. A pupil may be excluded for one or more fixed periods up to 45 school days in an academic year. The school

will work closely with the local education authority and other agencies, including the Fair Access Panel, to identify alternative school placements.

For more detail, refer to our Exclusion Policy.

Related policies

Anti-bullying policy

Positive handling policy

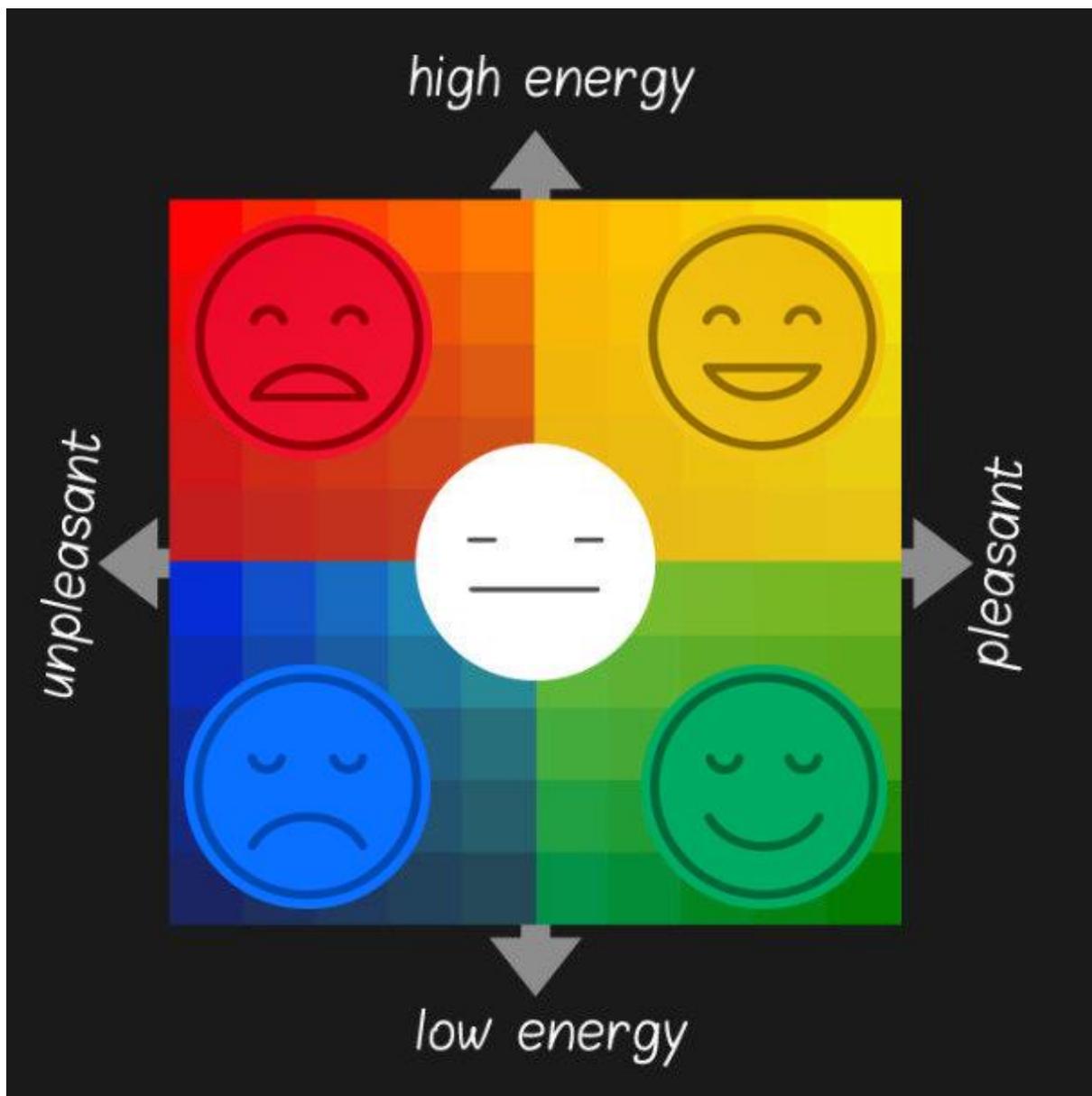
Exclusions Policy

Special Educational Needs policy

Appendix 1: Child-on-child abuse section from our Safeguarding Policy

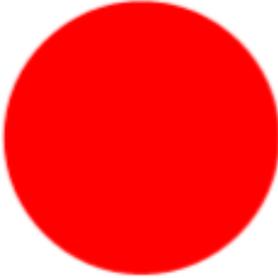
1. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.
2. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy or anti-bullying policy, but our child protection and safeguarding policy will apply to any allegations that raise significant safeguarding concerns. This might include where the alleged behaviour:
 1. Is serious, and potentially a criminal offence;
 2. Could put pupils in the school at risk;
 3. Is violent;
 4. Involves pupils being forced to use drugs or alcohol;
 5. Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).
3. If a pupil makes an allegation of abuse against another pupil that raises significant safeguarding concerns:
 1. The DSL must be informed straightaway and they will record the allegation;
 2. The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
 3. The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
 4. The DSL will contact targeted/specialist services if appropriate.
4. We will minimise the risk of child-on-child abuse by:
 1. Challenging any form of derogatory or sexualised language or behaviour;
 2. Being vigilant to issues that particularly affect different vulnerable groups;
 3. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
 4. Ensuring pupils know they can talk to staff confidentially to ensure their wishes are understood;
 5. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Appendix 2: 'Mood meter'



Appendix 3: 'Traffic lights' tool

If you are having a problem with a friend or another child:

	<p>Stop</p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down?</p> <p>Name it to tame it!</p> <p>Try to get your neo-cortex in control so you can think about what's gone wrong.</p>
	<p>Get Ready</p> <p>Look at each other's point of view.</p> <p>Listen to how the other person is feeling.</p> <ol style="list-style-type: none">1. "I think this is what happened..."2. "I am feeling..."3. "I would like..."
	<p>Go</p> <p>It's time to make things better!</p> <p>Say sorry if you need to (even if it's hard.)</p> <p>Agree how to put it right.</p> <p>Do something fun together?</p> <p>Find another game to play?</p>

Can you get your
neo-cortex in control?

"Name it to
tame it"

Square
breathe



Tense
then
relax

"Hug the
big feelings"

Chat to
your chimp

Appendix 5: 'Chimp in charge' tool

Did the "inner chimp" take charge?

3. What happened next? How did the feelings come out?

2. How did you feel?

How did they feel?



4. What would help make things better now?

1. What set your chimp off?

What set their chimp off?

5. What would help in the future?

1.	2.
3.	4.
5.	Well done, you have reflected! Do you want to write/draw something in this box?

The 'chimp in charge', 'neo-cortex in control' and hand-model of how the brain works are part of our Social & Emotional Learning within the PSHE curriculum.