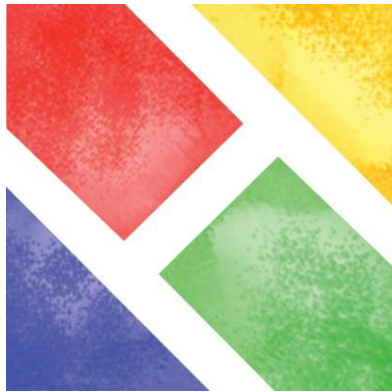


Henleaze Junior School



Behaviour Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy
Annual	September 2020	Jonathan Parr

Ratification

Role	Name	Signature	Date
Head Teacher	Adam Barber		

Details of Policy Updates

Date	Details
September 2021	Reformatted. Reference to related policies added.

Contents

Equalities Statement.....	2
Safeguarding statement.....	2
Rationale and aims.....	3
Rules and responsibilities	3
Promoting and celebrating positive behaviour	4
Supporting changes from negative to positive behaviour	4
When more support is required	5
Individual Behaviour Plans.....	5
Physical Intervention	5
Exclusion	6
Related policies	6
Appendix 1: 'Mood meter'	7
Appendix 2: 'Traffic lights' tool	8
Appendix 3: 'Neo-cortex in control'	9
Appendix 4: 'Chimp in charge' tool	10

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'.

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 1*)
- '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 2*)

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 three key 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 3*)
 - 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 4*)

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).
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.

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

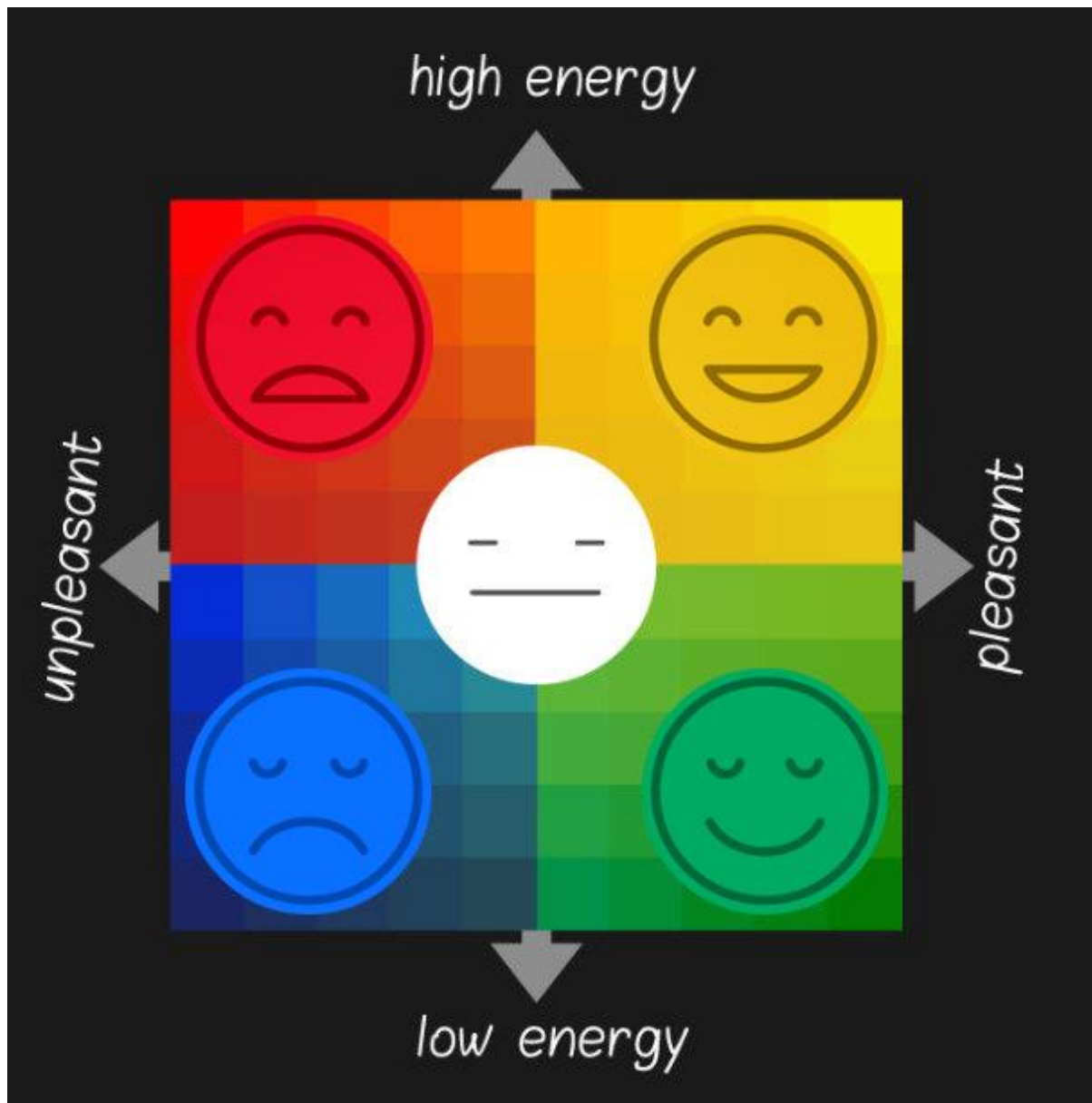
Anti-bullying policy

Positive handling policy

Exclusions Policy

Special Educational Needs policy

Appendix 1: 'Mood meter'



Appendix 2: '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. 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! Say sorry if you need to (even if it's hard.) Agree how to put it right. Do something fun together? 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 4: 'Chimp in charge' tool

Did your chimp take charge?

3. What caused my big feelings? <i>What caused their big feelings?</i>	4. How did I express my feelings? <i>How did they express their feelings?</i>
2. How did I feel? <i>How did they feel?</i>	5. How could I make things better now? How could I manage my chimp next time? <i>How could they make things better now? How could they manage their chimp better?</i>
1. What set my chimp off? <i>What set their chimp off?</i>	
START HERE!	



The 'chimp in charge', 'neo-cortex in control' and hand-model of how the brain works are part of our Social & Emotional Learning curriculum (details on the school website).