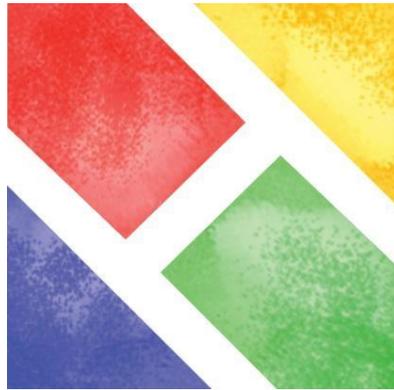


# Henleaze Junior School



## Behaviour Principles and Routines

Review

Review Cycle:	Last reviewed:	Next review:
Annual	Term 2 , 2024	Term 2, 2025

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## 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 are:

'Wonderful Walking', 'Indoor Voices' and '5-Star 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** approaches, including:

- 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.
- A 'Wellbeing window/wall' display in every classroom which promotes self-care and self-regulation, and a 'bubble box' to support children in communicating concerns to their teacher.
- Sharing good work with SLT for praise.

## 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..." (use of 'WIN' I wonder, I imagine, I notice)
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.

**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.

A weekly class 'tally chart' is kept as a record of incidents of 'low-level' misbehaviour. CPOMS is used to record higher level incidents or repeated incidents of low-level behaviour.

## Resolving conflict and repairing relationships

When resolving conflicts, it is often not possible to establish the facts of what has happened. Our focus is on ending conflict through facilitating conciliation between those in conflict and, wherever possible, on repairing relationships. This process will often involve supporting all parties to accept that there are 'different sides to every story' and that individuals will have their own truths about the same situations.

In order to achieve successful reconciliation, it is often necessary to ask individuals to apologise to each other. These apologies are framed as expressions of respect and care for others not as admissions of guilt i.e "I am sorry that you felt/are feeling upset", not "I am sorry for doing something wrong".

## 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.

## Appendix: 1: Behaviour Routines

### 'Five Star Days'

Stars are awarded to recognise whole class effort in following the Golden Rules. A maximum of 5 stars can be awarded per day and these will usually equate to a star for each of 4 learning sessions and a star for lining up after break and lunch. Earning all 5 is known as having a 'Five Star Day' and every class will have a display showing how many stars have been earned across the week. A bonus star can be awarded for particularly good behaviour in assembly which means that there may be a few occasions that a class earns 6 stars in a day.

Each star awarded equates to 1 minute of Golden Time, so at the end of the week, the number of stars equals the number of minutes of Golden Time the class has earned. Once stars, and therefore Golden Time, have been awarded, they cannot be taken away from the class.

There may be occasions where an individual class teacher needs to alter the rules for awarding stars for a short period of time in order to secure a particular change in behaviour (eg a lining up target) but this must be clearly communicated to both the children and any other staff working with the class.

### 'Tally Charts'

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 (or other personalised arrangement), their name must be highlighted on the Tally chart and additional notes provided to support any adult with helping to manage their behaviour.

### 'The playground wall'

The Golden Rules apply at break and lunchtimes to help all children have safe and happy playtimes. In addition, the playgrounds are zoned to ensure that there are some calmer and quieter spaces and spaces where children are not allowed to run because it would be unsafe to do so (for example, near the adventure play equipment). These zones are communicated to children through assemblies and in the classroom discussions. Staff on duty (teachers, LSAs and Shine coaches) monitor behaviour in the playground and children who repeatedly make unsafe decisions are asked to sit on the wall on the top playground for 5 minutes. This is to give children time to reflect on making safe choices before they return to play safely. Children's names are also written in a book by the staff on duty on the top playground and

this is reviewed by class teachers in order to put more support in place for children whose names appear on multiple occasions.

‘The behaviour biscuit’

This is a celebration of consistently good behaviour. Each Friday afternoon, the Head Teacher will invite children who have been nominated by their teachers to have a biscuit and chat with him. Children are nominated for making consistently good behaviour choices over the preceding week.

Teachers nominate children on an alternating basis of Y3&4 classes one week and then Y5&6 classes the following week.