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	Issued: 13 May 2019
BEHAVIOUR MANAGEMENT POLICY	Review date: Summer 2021
	Supersedes: June 19
Approved by	FULL GOVERNING BODY/LEADERSHIP & MANAGEMENT COMMITTEE/HEADTEACHER

Rationale

Our aim is to provide an environment where learning can take place happily and without disruption and where everyone is treated with due respect.

We recognise that there will be times when the behaviour of individual children may disrupt the education of that child as well as that of other learners.

Our policy is to minimise this disruption by a system of rewards and sanctions linked to a clear Staged System and Values.

General Expectations

We expect children to treat school staff, visitors and other children with respect at all times, as well the property of others. We recognise that it is the right of every child to receive an education without the threat of any kind of bullying, physical or mental. We expect children to move around the school in an orderly manner and be able to trust them to follow our school values at all times. Bullying is taken very seriously and a policy exists to eradicate this in all its forms.

We have six values we expect our children to follow.



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Using the Values

The values are used instead of set rules. Children are taught exactly what each value means and 'how it looks in practice'. This is done through PSHCE lessons, circle time and assemblies. Each fortnight one value is focused on as a whole school. At the end of the second week two children are chosen to receive the WOW Award as our Value Ambassadors.

Staff are expected to greet children at their doors on arrival to school in the morning. This enables staff to model our school values from the start of the day in a positive wellbeing manner.

The South End Signature

The South End Signature is a statement that all stakeholders are expected to sign up to when joining the South End Community; including children, parents, carers, staff and governors. This is prominently displayed outside the school and also in all learning bases. It must be referred to daily by all staff.



When sanctioning children or talking about their behaviour all staff must directly link this to the South End Signature and to the school values by showing the 5 Stage Policy visuals shown below; ensuring a clear understanding. For example: If a child has hurt another child the member of staff in discussion with the children would be highlighting that they had not shown **Respect** for the other person, did not **Value** the other person, were not **Kind** to the other person, made the wrong **Choice** to hurt this person etc.

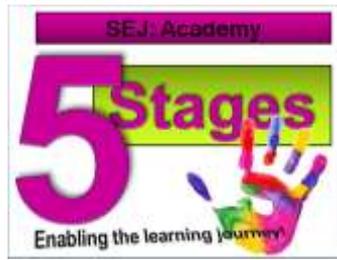
Once this has been made clear the member of staff then needs to ensure the children involved understand what they need to do now to make sure they are following the school values.

The school values are clearly displayed in all learning spaces around the school alongside the 5 Stage Policy shown below. All staff on playground duty have the visual policy on a lanyard.

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5 Stage Behaviour Policy

Our Behaviour Policy follows 5 very clear stages. These are visualised below and are displayed in all areas of the school. Our key aim is to ensure all children understand the expectation to follow our school values and exactly what happens if they make the choice not to.



Stage 1: We expect all our children to be following our school values. When doing this they will have numerous opportunities for celebration and reward. These are regularly shared on a fortnightly basis as a whole school. For more details please see Pocket Guide 3.

Stage 2: Children who choose not to follow school values will be given a warning. This will involve a 'warning card' and having it told to them verbally. Discussion will follow where they are reminded what they need to do to re-focus and return to Stage 1.

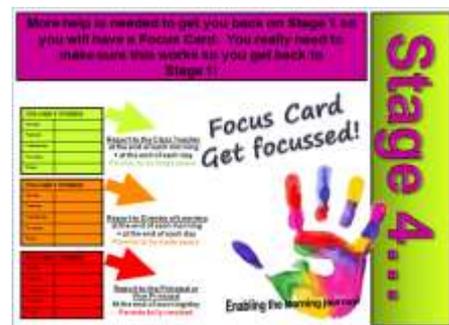


Stage 3: Children continuing to choose not to follow our school values will now have 'Time Out'. This is time away from the situation. This could be in their own room or another classroom. The adult will make a professional judgement if a child needs to complete a 'Reflection Sheet'. For a specific incident, an 'Incident Slip' will be completed by the adult explaining the reason. A visit to the Head or Associate will take place if two slips have been completed in one week. Informal targets will be set to re-focus to Stage 1. 'Time-in' can be used by the adult for a child over lunchtime. This must be led by the adult Emotion Coaching the child. Time-in would include the completion of the Reflection Sheet and last no more than 20 minutes.



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Stage 4: Focus Cards are introduced to help re-focus children back to Stage 1. They will be a form of monitoring, target setting and discussion to ensure the child knows exactly what they need to be doing to improve. Parents are informed at this stage.



Stage 5: This is our final stage before we introduce other support services. Targets are set and a 'Focus Book' is sent between home and school communicating progress. If this is not successful Behaviour Support may be involved.



Emotion Coaching

All staff use the Emotion Coaching approach to help them deal with behaviour incidents. Emotion coaching enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. It is a practical three-step approach to dealing with behaviour in the moment:

- Step 1 - Recognising, empathising, validating the feelings of the child and labelling them. This allows the child to calm down through co-regulation. It is important that the adult sets the emotional tone so that the child is able to reflect back the calm empathic face of the adult.
- Step 2 - Setting limits on behaviour. Co-learning through stating the boundary limits of acceptable behaviour and making it clear that some behaviours cannot be accepted.
- Step 3 - Problem-solving with the child or young person when the child is calm and in a relaxed and rational state. Explore the feelings that gave rise to the behaviour, problem, or incident. Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes. Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.

The child may need time to calm down between steps 2 and 3, which could be a period of 'Time Out' – see stage 3. The 'Reflection Sheet' encompasses the three steps of Emotion Coaching.

Vulnerable Children

In addition to the general policy we use a range of strategies to support the wellbeing of those more vulnerable. These may include the following:

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- Time Out Cards – Children can choose a safe place and safe adults to use when they need it. They have a physical card to show so no discussion is necessary at the immediate time.
- Checking-in during transition times – this enables children to check-in and update an adult with how well things are going and any concerns can be dealt with immediately.
- Chunking of playtimes/lunchtimes – this is designed so a child can still have time on the playground but not too long at once that may put them at risk.
- Lego Time- opportunity for children to play with Lego in the Headteacher’s office and talk about any concerns they have or things that are going particularly well.
- Advance Notice of any routine changes- ensures child is aware of any changes that are happening in the coming week/two.
- Staff looking out for key children at the gate first thing in the morning. This again is a way of positive reassurance to set them up for a good day.

Positive Rewards

School staff employs positive rewards as part of the daily routine. For further details on whole school incentives please refer to the ‘Celebration’ Pocket Guide. Below is a general overview:

- Written or spoken praise and encouragement.
- The house point system.
- Privileges.
- Tangible rewards at the teacher’s discretion.
- Informing parents of improved behaviour, including “A mention home...” postcards being sent home.
- Golden Ticket Winner Nomination
- Merit system
- Nominating the child as *Winner of the Week: Values Ambassador ‘WOW’*
- In class systems such as stickers, displays and class mentions.

Please note: children can only access main whole school systems when on Stage 1 of the 5 Stage Policy.

Consequences

We believe that a close connection must always be established between an unacceptable action and a consequence. Thus if a child chooses an undesirable action he/she also chooses to have a consequence. A hierarchy of consequences relating to different forms of undesirable behaviour is outlined on the *Sanctions Guidelines* sheet (attached) using the 5 Stage System.

If a child is on Stage 2, 3, 4, or 5 they will be unable to access any rewards in the school. Children must be on Stage 1 to access these.

Time Out: This is a period of time where an adult may choose to move a child away from a situation. This may happen during lesson time or break/lunch time. This opportunity will enable those involved time to calm. The length of this would be decided by the adult making the judgement. A ‘Reflection Sheet’ would only be completed if the adult deemed necessary. A green ‘Incident Slip’ would be completed if this was a specific incident.

Time In: This is a period of time an adult will use during a child’s lunchtime/breaktime. It provides an opportunity to discuss earlier incidents and reflect on ways forward. A child will be

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expected to complete a 'Reflection Sheet'. These are then further discussed and shared with the Pastoral Lead.

Focus Cards:

Green Card: A child will be on a Green Card for at least **ONE week**. If things have improved they may then return to Stage 1. If there is still a concern then either another week on Green or accelerate to Orange.

Orange Card: A child must complete at least one week on orange. If things have improved they would be then moved onto green for at least a week. Therefore, children entering on an orange card would be at Stage 4 for at least **TWO weeks**. If there is still a concern then either another week on Orange or accelerate to Red.

Red Card: A child must complete at least one week on red. If things have improved they would then be moved onto orange for one week. If this trend continues they would then do a week on green. In total a child entering on red will stay on Stage 4 for at least **THREE weeks!** If there is still a concern then either another week on red or accelerate to Stage 5.

The Assistant Headteacher/ Headteacher

In some serious cases of very disruptive children it may be necessary for the matter to be referred immediately to the Associate Head/ Head. Only the Assistant/Head can make a decision to exclude a pupil, in which case the child's parents will be informed. The Local Authority will be notified in accordance with current LA/DfE guidelines.

Senior Leadership Team

Each Director of Learning (DOL) completes one lunch duty a week. They are asked to undertake at least three walks around the school site including the Plaza Café and the playground/field areas. They check in with all Lunch Supervisors, Pastoral Lead, Sports Lead and Lunch Lead to ensure all children are following school values. Their role is to reiterate or intercept any difficult or more complex issues. Their final walk around the site takes place at the end of the lunch period where they can support the organization of children returning to lessons and also support the Pastoral lead in dealing with any issues. DOLs will also visit the Reflection Station on the Huddle to check-in with those leading lunchtime reflections.

The Governors

The governors have overall responsibility for overseeing the setting up of an effective behaviour policy although it will be implemented by the Associate/Head and staff. The governors are not involved in the day-to-day management of behaviour. In the case of an exclusion against which the child's parents appeal, the governors will make the decision as to whether or not the appeal is upheld. The Associate/Head must then abide by this decision.

Parents

We hope that parents will always keep a balanced view on incidents that come home. In the first instance parents should contact the adult who dealt with the situation and at all times talk in a

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calm and respectful manner. The school will always make the decision based on factual evidence they have at the time.

Monitoring

The school staff continuously monitor the effectiveness of the policy on an informal basis and will voice their concern if any aspect is seen to be ineffective or if an opportunity exists for improvement.

Recording and Communication

Stage 1: Our Expectations for all – Merit cards, merit trackers, Golden Ticket Log

Stage 2: Each class teacher has a reflection book to log all children who have required a warning card. These are monitored termly by the Associate Head and Pastoral Lead

Stage 3: Time out should also be recorded in the Reflection Book to be monitored termly by the Associate Head and Pastoral Lead. Green incidents slips are completed by the member of staff and sent to the class teacher. They are filed in the back of class reflection books, collected by the Pastoral Support Lead and recorded on SIMs. Reflection Sheets are completed by the child. These are then placed in the back of class reflection books and filed by the Pastoral Support Lead in the Behaviour File. These are monitored termly by the Associate Head and Pastoral Lead.

Stage 4: Focus cards at all levels (green, orange and red) are kept in the behaviour file. If requested, parents may have a photocopy of these for their own records. These are monitored termly by the Associate Head and Pastoral Lead

Stage 5: Focus books when completed are kept in the behaviour files. These are monitored termly by the Head and Pastoral Lead

The behaviour file compiles all the above information giving a clear picture of individuals. This information is kept and organised by our Pastoral Lead and shared with the Head on a termly basis. During this meeting individuals will be discussed and highlighted as the following:

- green, no concern
- orange, possible concern; keep monitored
- red, concern

Further interventions will then be looked at such as one to one between the child and Associate/Head, further discussion and meeting between staff and parents, possibilities of an PGP for behaviour or the involvement of other support agencies.

Whole Class Consequences

These are extremely rare and only used in extreme circumstances where the general behaviour of the majority of the class or year group is causing a serious concern that is impacting on everyone's learning and/or safety. The decision on these is down to the professional decision of the class teacher.

Emergency

A red triangle with the area name is situated in every learning space. These may be used in any emergency. A child can take this triangle to the nearest senior adult for them to come to the area to assist.

Staff Wellbeing

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Where staff have had to deal with more complex or serious incidents support will be offered immediately to those staff members. This may include Time Out in the staffroom and opportunities to talk through what had happened with other peers or Senior Leaders.

South End Junior School Sanctions Guidelines

(Please note these are **guidelines only**. More or Less Severity may be required depending on the particular situation.)

If you do this...	You may expect this...
Fail to complete classwork satisfactorily	Stage 2 Possibly stay in at playtimes to complete
Fail to hand in properly completed home learning.	Stage 2 Possibly stay in at playtimes to complete or attendance at the Home learning Club
Consistent behaviour such as: Behaving badly in lessons Eg calling out, being disruptive Or not respectful to <i>any</i> member of staff eg being rude, answering back, not responding to instruction or Are silly or noisy while moving around the school or Behave badly in assembly Eg talking	Stage 3 or 4 depending on level and number of times taken place Stage 5 or possible exclusion (swearing at staff/physical abuse) Stage 3 or 4 depending on level and number of times taken place
Use bad language	Stage 3 or 4 depending on level and number of times taken place
Racist remarks	Stage 3 or 4 and logged
Bullying Including verbally or behaving aggressively	Stage 3 or 4 depending on level and number of times taken place Stage 5 or possible exclusion
Damage to school property	Stage 2-4 depending on severity. However, pay for the damage caused.

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Parents / carers will be involved as stated in the 5 Stage Policy. However, if staff deem it necessary we may involve parents at a much earlier stage.

Reflection Sheet

Name:

Class:

Date:

2) How was I feeling?

3) How has it affected other people?

4) What should I have done differently?

1) What did I do?

5) Next time, I will...