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	Issued: Spring 2023
BEHAVIOUR MANAGEMENT POLICY	Review date: SPRING 2025
	Supersedes: SUMMER 2021
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 our six school values.

Our Ethos

We believe developing positive relationships and strong emotional connections, which are built upon a foundation of mutual respect, are key to ensuring our pupils behave well.

General Expectations

We expect children to treat school staff, visitors and other children with respect at all times, as well the property of themselves and others. We recognise that it is the right of every child to receive an education without the threat of unkindness– be it physical, mental or emotional. 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 an anti-bullying policy exists to tackle and prevent this in all its forms.

We have six values and SEJ that we expect our children to follow.



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Using the Values

Our values are used instead of a set rules. Children are taught exactly what each value means and 'how it looks in practice'. This is performed through our PSHCE curriculum, assemblies and our day-to-day practice. Each term one value is focused on as a whole school. Values ambassadors are celebrated termly.

Our school values are clearly displayed in all learning spaces around the school alongside the '5 Stage Policy' shown below.

When sanctioning children or talking about their behaviour choices, all staff must use an emotion coaching approach whilst directly linking their discussions to school values. Sanctioning is determined by the 5 stages as outlined in this policy.

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 Junior community, including children, parents, carers, staff and governors.

This is prominently displayed outside the school and in all learning bases.



Our 5 Stage Behaviour Policy

Our behaviour policy follows 5 clear stages. These are visualised below and are displayed in all areas of the school. Our key aims are to ensure all children understand the expectation to follow

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our school values; pupils know what happens if they choose not too; and sanctions are implemented with reliability and consistency.

Any child not on 'Stage 1' can only be awarded certain rewards: written and verbal praise, value stones, house points and merits.

Children return to school on Stage 1 everyday other than those on Stage 4 or 5.



Stage 1: We expect all our children to be following our school values. When doing this they will have endless opportunities for celebration and can access all rewards.

Stage 2: Children who choose not to follow school values will be given a warning. This will involve the incident being recorded in the Reflection Book.

Discussion will follow where the pupil is reminded what they need to do to re-focus and return to Stage 1.

This sanction can be given by any member of staff.



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Stage 3: Children continuing to choose not to follow our school values will have reflection time. This is time away from the situation. The adult makes the professional judgement of whether the child needs to regulate, and immediate time out is required, or if they are regulated and time in is required at the next break.

A reflection sheet will be completed by the child, but some may require the support of a scribe. The initial conversation needs to be had with the adult who imposed the sanction using an emotion coaching approach. The remaining reflection time may be spent with the SLT member on duty.

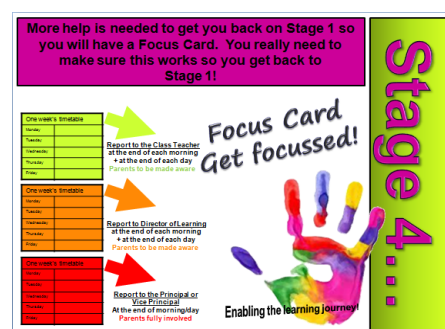
This sanction can be given by any member of staff.

Stage 4: Focus Cards are introduced to help re-focus children and return 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 of this stage by the child's class teacher.

This sanction can only be given by the class teacher or a senior leader. Discussions with teachers and leaders will determine the colour of the card.

A class teacher is responsible for placing and monitoring a child on a green card. A senior leader will do the same for orange cards and the headteacher for red cards. The maximum time on any colour card is 2 weeks. If targets are not met, the child will be placed on a different coloured card, or a personalised plan will be implemented in liaison with SLT.

Comments on the cards must relate to the child's target.



Stage 5: This is a personalised support plan tailored to the individual needs of the child.

Further strategies will be deployed such as one-one time between the child and Deputy/Head, regular meetings between staff and parents, a PGP for behaviour or the involvement of external support agencies e.g. Maplefields Outreach.

Parental involvement, engagement and support is essential for impact and success.

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Recording and Communication

Stage 1: Our expectations for all – values stone pots, house point posters, merit cards, Golden Ticket Log

Stage 2: Each class teacher has a Reflection Book to log all warnings. These are monitored termly by the Head and Pastoral Lead.

Stage 3: Reflection Time should be recorded in the Reflection Book. Reflection Sheets are completed by the child during Reflection Time. 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 Head and Pastoral Lead.

Stage 4: Focus cards at all levels 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 Head and Pastoral Lead.

Stage 5: Once completed, Focus Cards are kept in the Behaviour File. These are monitored termly by the Head and Pastoral Lead.

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 'reflection time' – see stage 3. The 'reflection sheet' encompasses the three steps of emotion coaching.

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Vulnerable Children

In addition to the core policy, we use a range of strategies to support the wellbeing of those pupils who are more vulnerable. These strategies may include the following:

- Safe spaces. Children can choose a safe place to use when they need it. They may have a physical card to show this, 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 breaktimes/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 of making poor choices.
- Advance notice of any routine changes. This ensures the child is aware of any changes that are happening in the coming week or 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.
- Children identify their trusted adults on their individual helping hands.

Positive Rewards

Members of staff employ positive rewards as part of the daily routines:

- Written or spoken praise and encouragement
- Value stones
- House points
- Merits
- FaB Friday
- Values ambassador awards
- Postcards sent home
- Golden Tickets

The Deputy Headteacher/ Headteacher

In some serious cases of very disruptive children, it may be necessary for the matter to be referred immediately to the Deputy Head/ Head. Only the Head can decide 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 SLT member completes one lunch duty per week. During the lunch break, the member of SLT supports the lunch team to maintain high behaviour standards and build connections with pupils.

In addition, SLT meet children who have been instructed to have reflection time.

The Governors

The governors have overall responsibility for overseeing the setting up of an effective behaviour policy although it will be implemented by the Deputy Head/ 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 the appeal is upheld. The Head must then abide by this decision.

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Parents

We anticipate that parents will always keep a balanced view on incidents that are reported at home by the child. In the first instance, parents should contact their child's teacher with any queries. The school will always make the decision based on the factual evidence they have at the time when dealing with situations.

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

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 happened with other peers or senior leaders.

Reflection Sheet

Name:

Class:

Date:

Adult:

The reflection sheet features four thought bubbles arranged around a central red starburst. Each bubble contains a question and three horizontal lines for writing. The questions are:

- 1) What did I do?
- 2) How was I feeling?
- 3) How has it affected other people?
- 4) What will I do differently next time?

At the bottom right, there is a small blue circle containing a green smiley face.