



Behaviour Regulation Policy



Learning and Achieving Together

Our Values:

Respect
Equality
Aspiration
Responsibility
Love
Courage

Our Learner Attitudes:

Self Manager
Team Worker
Curious Questioner
Problem Solver
Clear Communicator
Reflective Learner



Our School Code of Conduct

In our school community we celebrate being different.

We learn and play together knowing that we have different skin, hair, eyesight, bodies, tastes, abilities, gender, languages and religions.

We know it is the person on the inside that counts, not the appearance on the outside.

We are kind and friendly to people who are faster or slower, taller or shorter, younger or older, thinner or fatter, darker or lighter, stronger or weaker, healthy or ill.

It is up to us all to make unkindness fade away and disappear for good.

Application of the Policy

The policy applies to all staff employed by the school.

Purpose

The policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

At Victoria Park Junior School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best.

Rationale

At Victoria Park Junior School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectation.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They must model the school's values and learner attitudes and build positive learning relationships within in the classroom. Class teachers are responsible for leading the restorative process in their classrooms. They need to understand the process and practice restorative skills and approaches. Teachers treat all pupils in their classes with respect and understanding.

The Role of Parents/Carers and Families at Victoria Park Junior School

Parents and carers are asked to sign the Home-School Agreement (the Headteacher signs on behalf of the school). The expectations are that parents/carers adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents/carers to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Promoting Pupil Engagement and Self-Regulation

Class Expectations

- Class expectations are generated by the pupils and are clearly linked to the school's values, learner attitudes and 'Code of Conduct'. They are displayed in each classroom and there is a copy in all of the children's home-school diaries. They should be revisited with the pupils at the beginning of each half-term and at other times when necessary.
- They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Expectations are prominently displayed in their classroom.
- The school uses Zones of regulation - this is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning.

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation and help pupils to develop growth mind-sets. These include:

- a. **Golden Tickets** are awarded by adults for children who go over and beyond achieving any of the school's values. They are small tokens. Children write their names on the back of the token and enter them in a raffle each week, with other members of their class. There is a grand draw from the remaining tickets every half term for the whole school.
- b. **Achievers of the Week Assembly** is where two or three children are nominated by an adult or another child as "Achiever of the Week". There is a focus for every week and the adult will explain the pupils' achievement. Children receive a pencil, Headteacher's award certificate and sticker.
- c. **Postcards Home**
- d. **Marbles in the Jar** are a class reward. Any adult can award a class a marble in the jar. When a class earns 10 marbles, they can choose to do an activity for that amount of time.
- e. **Effort Points** are awarded for the amount of effort a child has put into their work. Class teachers will decide how these are collected within their own classroom.
- f. **Sharing work with other teachers, the senior leaders and headteacher.**

Teachers may use certificates to reward individuals for specific behaviour or achievement. Teachers also use stickers and stamps to ensure that children are encouraged to try their best.

Monitoring and reporting behaviour patterns

Class teachers will record when children reach steps 2, 3 or 4. (see steps and actions) This system is monitored by senior leaders. The Deputy Headteachers produce a record of any behaviour patterns emerging and report these to SLT meetings and Behaviour Matters meetings. At Behaviour Matters meetings, a Behaviour Support Plan form is reviewed.

Patterns, trends, actions and the impact are reported to the Governing Body termly. No individual pupils are identified.

Additional Needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs, which may require additional provision to what is outlined in this policy.

Children struggling to behave according to learning charters, may need further support for a whole range of reasons, e.g. difficulty managing emotions, unsettled/disruption at home, low self-esteem, recent trauma etc.

At school support level, the SENDCO, class teacher & parents will explore further strategies to support the child's behaviour, which could include reward charts, behaviour contracts, observations of the child to spot patterns or triggers for behaviour, as well as possible use of small withdrawal groups with learning mentor. SMART behaviour targets will be set and monitored by pupils, teachers & parents through Pupil Passports to support progress in behaviour.

Where children do not make progress with this level of support, or behaviour escalates, further intervention maybe required. Children may be referred to the LA behaviour support service. The Educational Psychologist may also be contacted at this time, in order to assess and observe behaviour, advise about further strategies, or identify any underlying difficulties. Parents are always involved with the child's discipline and behaviour in school at this stage.

Poor Behaviour Outside of School

The law allows schools to discipline pupils for misbehaving outside of school when the pupil is

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

For misbehaviour that;

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In these situations the school will contact parents to discuss appropriate sanctions.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report and exclusions routinely to Trafford LA following local and national guidance.