



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 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.

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/carers 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 may be 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/Carers 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.

	Steps	Actions
1	Reminder	A reminder of: Values, Class Charter, Code of Conduct, Learner Attitudes. Repeat reminder if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	Private & verbal explanation A clear verbal warning delivered privately , making the pupil aware of their behaviour & clearly outlining the consequences if they continue. Use the phrase ' Think carefully about your next steps '.
3	Last Chance	Private 30 secs script. You are.../I have noticed you are... having trouble to/struggling to Remember the rule/value/learning attitude about... (respecting each other/following instructions) Do you remember (time frame) when you... were kind by.../ got golden tickets for.../listened respectfully and followed instructions/go that postcard home. That is who/what I want to see... Thank you for listening. Walk away.
4	Time Out	Might be a short time outside the classroom or at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective & compose themselves. A longer period of time might be required if the child has reached crises. This could be therapeutic time to de-escalate & could include soothing activities. This may require support from an adult. Be aware the average recovery time after a crisis is 40 mins.

At Step 4 there will need to be a Repair stage and this should not be attempted until a child has had a period of reflection. This should include a restorative conversation or meeting involving the children and/or adults involved. This might take place on the same day or the following day.

At Step 4, the child **must** complete a 'Reflection Sheet'. This can be completed by the child independently or with an adult. The 'Reflection Sheet' can be used at Step 3. The Reflection Sheets are monitored by the Assistant Headteachers.

Class teachers will record when a child reaches steps 2, 3 or 4.
It is important that teachers are proactive and if a child reaches stages 3 at the beginning of the week then the Assistant Headteachers are informed.

Dealing with Difficult Situations

In **all** difficult situations **all** staff must use the "Help Protocol" (see attached). The teacher/T.A. who is present deals with the situation first.

When a teacher or TA is in a difficult situation with a child they will be approached by another adult after intervals of 5 minutes. If the teacher or TA wants help or support (e.g. because the situation needs to move on) they will put up their hand and wave. One other adult will approach.

Some Examples

a) A child who will not come in after playtime or when requested to do so

As long as there is no immediate danger to the child or others (either children or staff) let the child stay out being watched by a TA at a distance.

b) A child insists on hiding or not coming out of the toilets

As long as there is no immediate danger to the child or others (either children or staff) let the child stay in the toilets being watched by a TA at a distance. Where possible keep other children away.

In both a) and b) if the child is not trying to get out of school and is in no immediate danger or is not causing immediate danger to others, leave them and observe. Occasionally give them the opportunity to talk, to come in/out, to sit down with an adult. Use the "Help Script". (See attached)

During any playtime:

- Decide if other children are safe;
- Decide if other children are providing an unhelpful audience.

c) A child is running through the building

Do not run. Ask other **available** adults for help. Work together to follow and cut off exit routes for the child. You are closing down the situation, reducing the number of different directions available to the child. Try to funnel the child into a room away from other children and teaching. Talk calmly and gently using the "Help Script".

d) A child runs out of school

Tell a senior manager of the school. The senior manager takes control of the situation and delegates the following jobs:

1. Phone the police.
2. Phone the parent.
3. A school adult follows walking if this is possible and will not heighten the situation. The adult takes the school mobile phone.

e) Taking a very difficult child on a school trip

Note the child's name on the trip request sheet and complete the Risk Assessment for the individual child (pro forma with Educational Visits file).

The Risk Assessment will often have a named adult attached to the child - either a member of the school staff, support services or family member.

The teacher makes it very clear to the accompanying adult that their role is to look after the child in their care. The teacher gives the accompanying adult a written procedure that we will follow and which we will expect them to follow.

Take the school phone with all required contact numbers in it. You may wish to put a photo of the child on the phone before you go.

f) A child runs away on a school trip

Phone school - Someone will come.

Engage the help of the organisation where you are.

Phone the police on 999 - You know where you are and what has happened.

School will call the parent.

The teacher stays with the class. The TA stays with:

either (i) the adult attached to the child;

or (ii) at the trip venue to co-ordinate all parties concerned.

g) A child reacts adversely in a situation on a school trip i.e. something happens that has not been planned for

TA and a parent, designated by the teacher at the time of the situation, stays with the child and the situation.

The teacher stays with the class and may have to guide the class away from the situation. The teacher does not leave the class.

Phone school - Someone will come.

Engage the help of the organisation where you are.
Phone the police/ambulance service if needed on 999 - You know where you are and what has happened.
School will call the parent.

Swimming

Taking children swimming is led by a teacher and an accompanying parent/carer. A TA is usually not present. Accompanying adult always takes the school mobile phone.

A child will not go swimming if the teacher and either the Head or Deputy deem that child likely to present a danger to themselves or others whilst travelling to and from and/or whilst at the Leisure Centre.

A child runs away

The teacher stays with the class.

Phone school - Someone will come.

Engage the help of the organisation where you are.

Phone the police/ambulance service if needed on 999 - You know where you are and what has happened.

School will call the parent.

If possible the accompanying adult or someone from the Leisure Centre **walk** to follow the child whilst not heightening the situation.

The Help Protocol

Would you like some help?

Yes please.

How can I help?

You can help by

The Help Script

Engage by Name: "Hello Jordan ..."

"Hi ..."

Contextualise Me: "It's Mr ... / Mrs ..."

"It's me"

"I'm here to help ..."

Describe Reality: "I can see"

" I notice"

Something Do-able: "Why don't we ..."

"Let's"

A Positive Outcome: "It'll be OK ..."

"We can sort it out."



Time for Reflection

Name.....

Class.....

Date.....

What happened?

What were your thoughts at the time?

What have been your thoughts since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen next?