



Devonshire Junior Academy

Behaviour Policy

'Ready Respectful Safe'

Introduction

The head teacher and SLT will have overall responsibility for the behaviour of children within our school. The day to day implementation of the policy is the responsibility of everyone within our whole school team: teachers, support staff and lunchtime supervisors.

We want to provide a positive image of good relationships between adults who work for the school, and between adults and children. **All adults** have a responsibility for behaviour, and are expected to follow our 'no shouting and no intimidation' culture, and ensure they treat others with respect and kindness. This includes supply staff, volunteers and visitors. A separate concise version of this policy is available for supply staff, students and parents.

Aims

For children to understand that behaviour in our school is based around '**Ready**' (to learn), '**Respectful**' (of all) and **Safe** (for them and others).

For pupils to develop acceptance of responsibility for their own actions

For school to promote an ethos which promotes positive behaviour and mutual respect

For all staff to treat children fairly and consistently

For pupils to develop emotional language and staff to encourage their emotional development and self-regulation through emotion coaching

Emotion Coaching

As a school, staff have all received training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

H..E..L..P strategy

We encourage staff to use emotion coaching language to support children to understand their feelings and identify alternative actions and choices next time:

H – Highlight their emotions and label it....

I can see you are.....

E- Empathise to let them know the feeling is okay

It's okay that you feel...

L – Limit setting to remember the rules

But we have rules to keep everyone safe...

P- Problem solve and give advice for next time

Next time you feel.... You could.....

Strategies for promoting positive behaviour

- **Setting clear and consistent rules as a class** – at the start of the year set rules and boundaries with the class based on this policy, giving children ownership and responsibility for their behaviour – using the overarching ‘Ready, Respectful, Safe’ terminology at all times.
- **Positive expectation displays** – each class will develop a display showing what good behaviour looks like and reinforcing class expectations positively
- **Public praise and private criticism** – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child’s self-esteem is likely to increase poor behaviour – if not now, then later.
- **Three positives before a negative** – aim to have made three positives about a child/class before a negative. In class, aim to have noted three children displaying positive behaviours before criticising a behaviour.
- **Acknowledge feelings** – children often misbehave because they feel upset or frustrated. Using emotion coaching techniques will support this
- **Give them a choice** – being given choices increases a child’s a sense of independence which will increase their self-esteem
- **Being consistent** – Children need the work environment and behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- **Model desired behaviour** – model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.
- **Listen to children – don’t over-react.** Listen to children and make them feel significant. Make children aware that you recognise their feelings (emotion coaching) and ensure you follow up concerns or complaints, even if you need to say you will follow it up later. A class worry box is a good idea.
- **Maintain frequent contact** – scan the class, pre-empt any behaviours that may occur. Check –in regularly with children who find concentration tricky and give short and achievable targets.
- **Catch them being good** - this can be hard with some children, but usually more important for them than for many others.
- **Think about key points in the day when behaviours can escalate and prevent this** – transitions between parts of the day e.g going out coming in from play, walking to and from lessons/ different areas of school, home times. Keep these times calm and ordered and set clear rules, expectations and boundaries.
- **Use of voice** – Keep the situation calm and child open to listen. Be aware of the volume and tone of your voice (no shouting, no intimidation)

Hints and tips for dealing with behaviour issues

- Give appropriate cool down time – for you and the child. It is difficult to think clearly and regulate your reaction if you – or the child’s ‘lid is flipped’.
- Be assertive but not aggressive.
- De-escalate natural tension using a calmer, slower voice. Use less language and allow processing time.
- Communicate frustration (briefly) on the issue at that point, don’t bring up other issues or be reactive to the child based on other issues.

- Ensure you always engage in repairing and rebuilding a relationship with the child at a later stage that day (or first thing the following day if this is not possible). It is crucial that the staff directly involved in the incident(s) take the initiative at this point – with support from senior staff where necessary.
- Try to keep criticism private – do not discuss a child’s behaviour to others in front of them or other children

Rewards

Staff are encouraged to use school rewards for academic effort and achievement.

Each marked piece of work receives an ‘Effort Grade’ (E1 to E3), children are expected to aim to an E1 grade for every piece of work.

Termly Head Teacher Awards reward children in each class who have been identified by their teacher as showing consistent effort, perseverance and have been a role model to others in lessons.

Weekly ‘Star of the Week’ certificates are awarded in praise assembly for two children in each class who have stood out during the week for behaviour, progress or effort.

Each month, teachers will identify a child for the ‘Always Club’ who always works hard, shows positive behaviour and is always a pleasure to have in the class. An end of year ‘Always Club’ treat is organised for all pupils who have received this award.

Teachers are encouraged to develop their own in-class behaviour and reward systems in discussion with the class – these may include stickers, points systems or other positive approaches to recognise expected behaviour.

Sanctions – based on the Behaviour Recovery Model & John Gottman Emotion Coaching

Small visual displays in each class/work area will remind children of the five stages of behaviour recovery. These are in addition to the class ‘positive expectation display board’.

All children will follow the same model throughout school. When a child does not follow the rules, they receive a verbal warning and progress through the stages until their behaviour improves. There are certain circumstances in which children will be moved straight to particular stages or sent immediately to a member of SLT.



Stage 1 – non-verbal reminder:

Children will be given a non-verbal reminder such as eye contact as a gentle reminder about behaviour.



Stage 2 – Verbal Warning:

Children will be given TWO verbal warnings, and it will be explained why their behaviour is not acceptable. The first warning should quietly label the behaviour and expectation e.g J, You aren’t listening, could you please listen to what I am saying. It is not name and shame. In the second verbal warning, they will be informed that should they choose to continue with their inappropriate behaviour, they will be moved to stage 3.

Examples of behaviours that warrant a verbal warning:

- Not following adult instruction
- Not following class or school rules
- Uncooperative behaviour during group work (refusing to share, take turns, listen to others)
- Deliberately distracting or provoking others
- Failing to complete work through lack of effort
- Inappropriate comments



Stage 3 – Reflection (Highlight Emotion/Action – time out for reflection):

If behaviour still continues, children can choose, be encouraged to use, or be directed to the class ‘Regulation Station’ .

This allows children to have the opportunity to regulate their emotions and reflect on the situation. At the regulation station there will be a variety of resources to support emotional regulation and understanding to enable the child to have a restorative conversation with the class teacher if appropriate or return to class work activities when they are ready. Time at the regulation station will be down the teacher’s professional judgement. After 5 minutes the teacher should check in with the child and when they feel they are ready, reintegrate with the class and find time for the restorative conversation as appropriate.

If children do not complete class work due to spending time at the ‘Regulation Station’ they should catch up with this at an appropriate time.

The Regulation Station is not a punishment or sanction, it is a tool to support self regulation and reflection and the use of this should be encouraged for children who need it.

More severe disruption can be fast-tracked to Stages 4 or 5 (see next page for examples)

Examples of behaviours where children may choose, be encouraged or directed to use the Regulation Station are:

- Ignoring earlier verbal warnings and continuing with the same inappropriate behaviour
- Becoming anxious, upset or angry within the classroom
- Not following adult instruction AND causing considerable teaching time to be lost
- Maliciously disrupting or provoking others so that learning time is lost
- Inappropriate comments or actions to adults – causing disruption to learning time



Stage 4 – Parking Time

This would be for serious behaviour incident and is not used lightly.

Children will have Parking Time in their partner class (identified class within the same year group where possible). They will use the regulation station in this class until they are ready and able to join the class and complete their work. They will rejoin their own class before the end of the lesson to allow them to have a restorative conversation with their own class teacher. Any children ‘parked’ should be noted on class diary each Friday. It is up to teacher’s discretion whether a conversation with parents is appropriate at the end of the day. This should be based on the behaviours and the effect they have had on their own and others learning and feelings.



Stage 5 – Time Out

Time out will be in a designated area with a member of SLT. As this is the final stage of the Sanctions Process, behaviour will be extreme and so children MUST be escorted by an adult. Children will not return to class until calm, quiet and ready to learn. SLT will also have had a restorative conversation around our 'Ready, Respectful and Safe' themes. The behaviour incident record will be completed by SLT. SLT will contact parents and explain the severity of their child's behaviour choices.

Incidents of a stage 5 nature, can lead to fixed term or permanent exclusion

Examples where an incident is so severe as to go straight to Stage 5 include:

Assault (Verbal or physical) on an adult

Assault (verbal or physical) on a child

Racist, sexualised or homophobic actions or language

Drugs, weapons or other inappropriate objects on site

Serious damage to property (or intent, e.g. throwing furniture)

Behaviour Tracking System

For children who are persistently struggling to regulate their behaviour, class teachers will discuss with SLT initiating a 'behaviour tracking system'. Once agreed, parents will be invited to a meeting to discuss the system and how school and home can work in partnership to support their child. Each day, the class teacher will complete a 'daily report card' which details behaviour – both positive and negative throughout the day. At the end of the day, the child will report to the appropriate Middle Leader (who will be released by the year group TA at 3.10), to discuss and reflect on the day.

Every two to three weeks, progress will be reviewed in collaboration with parents and a decision will be made as to whether there is need to continue the tracking system for a further period. SLT will be involved in reviews.

Lunchtime:

We recognise the role of our lunchtime supervisors, and they have been trained, and are expected to use emotion coaching techniques to defuse any playground issues. The **H.E.L.P** approach is very effective in these situations.

Reflection Time: Children who have found lunchtime difficult or have ongoing problems with making good decisions at lunchtime will be asked to reflect on their behaviour with a Senior Supervisor, or Middle/Senior leader. They will identify the behaviour that caused a problem, and reflect on how the situation could have been avoided, and what choice they will make next time.

In situations of persistent or serious behaviour, a child may be asked to miss their play at lunchtime and, and parents will be spoken to regarding ongoing concerns about lunchtime behaviour. Fixed term exclusions for lunchtimes are a last resort but used when all other alternatives have been explored, or for a one off serious incident.

Children with SEND or specific needs:

Children with SEND or specific needs may need a different, more individualised approach, staff making relevant 'reasonable adjustments' for individual needs. It is expected that staff will be fully aware of their pupils' learning and/or social, mental, emotional needs and will plan their lessons accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND pupils. In exceptional circumstances, staff may feel that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty. Staff must seek advice from the SEN team or Senior Leadership Team. In response to pupils who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

Parental Concerns:

Parents' first point of contact is the class teacher, who is usually best placed to comment on their child's behaviour.

If an issue is not resolved then they should see the Leader responsible for the year group or phase.

On occasions, the class teacher or leader may refer the parent to the Head Teacher or Deputy Head Teacher if an issue raised is outside of their experience or is of a sensitive nature.

Parents should avoid taking concerns directly to the Head or Deputy out of courtesy to the class teacher, who must be informed of issues surrounding the specific children in their care.

Exclusions:

Incidents of extreme behaviour and severe breaches of the behaviour policy can lead to a fixed term or permanent exclusion.

Examples include:

Intended assault (Verbal or physical) on an adult

Intended assault (verbal or physical) on a child

Racist, sexualised or homophobic actions or language

Bringing drugs, weapons or other inappropriate objects on site

Intended serious damage to property

There are three types of exclusion that a school can sanction: Lunchtime Exclusion, Fixed term Exclusions and Permanent Exclusions

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school site for the duration of the lunchtime period for a fixed length of time. They should be collected, supervised at returned to school for the afternoon session by an adult.

Fixed Term Exclusion: For continued disruptive behaviour, or a serious breach of policy (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

Permanent Exclusion: This decision can only be taken by the Head Teacher (with agreement of the Executive Head Teacher). A decision to permanently exclude will only be taken:

- (i) In response to a serious breach of the school behaviour policy
and
- (ii) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

Physical intervention will only be used in line with our physical intervention policy if a child could cause harm to themselves or others. All members of staff physically intervening child will have undertaken the necessary MAPA training.

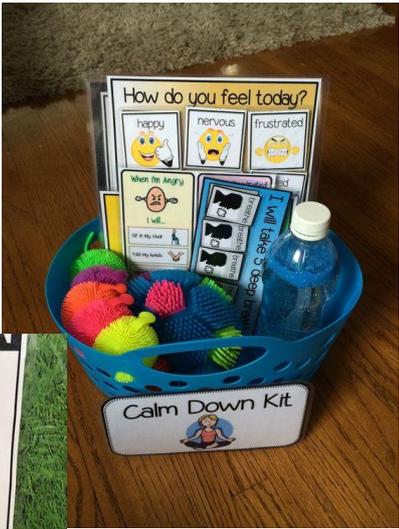
Appendix (i) Examples of Regulation Station activities

Appendix (ii) Emotion Coaching Zones

Appendix (iii) Daily Report Example

Regulation Station

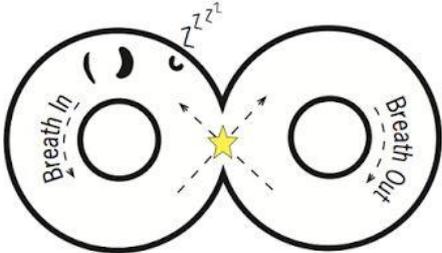
A regulation station is a space within the classroom that children access when they become overwhelmed and dysregulated, to help them to self regulate.



The station should contain resources and materials to support pupils to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The station can be supported by adults or peers as appropriate.



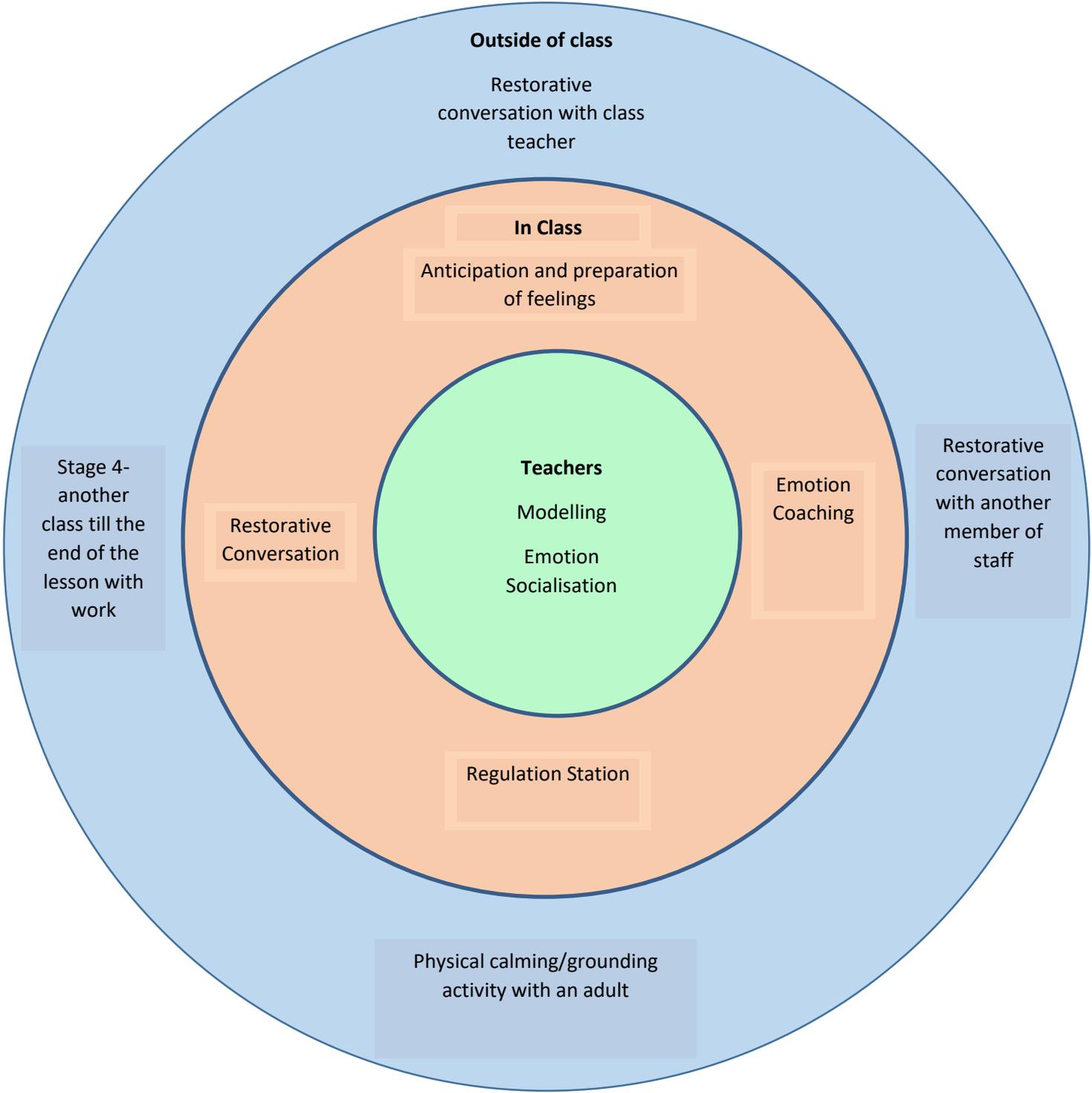
Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.
 As you cross over to the other side of the Lazy 8, slowly let your breath out.
 Continue breathing around the Lazy 8 until you have a calm body and mind.

Use of this station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies.
 The Regulation Station needs to be a protected space.





Devonshire Junior Academy

Daily Behaviour Report



Name _____

Date _____

Time	Behaviour Comments

End of Day Summary	Signed	Signed

Devonshire Junior Academy

Daily Behaviour Scorecard



Name _____

Date _____

Time	Score (out of 5)	Comments
Before Break		
Breaktime		
After break		
Lunchtime		
Afternoon		

End of Day Summary	Signed	Signed

