

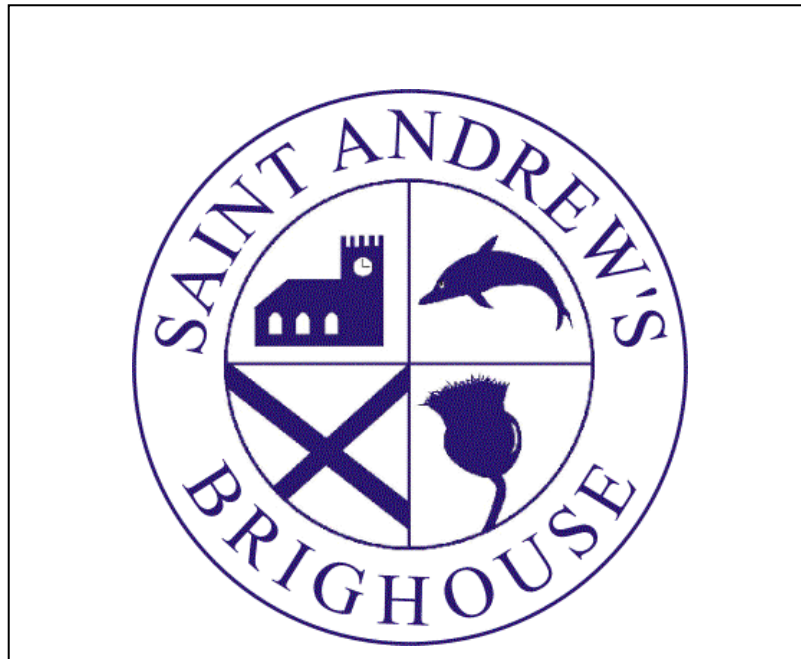


ST. ANDREW'S CE (VA) JUNIOR SCHOOL

"Promoting Excellence Within a Caring Christian Community"

St Andrew's CE (VA) Junior School

Behaviour Policy



Title	Behaviour Policy
Version	1.5
Date	January 2025
Author	St. Andrew's CE (VA) Junior School
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Modification history			
Version	Date	Description	Revision author
1.0	January 2019	Updated	AJ
1.1	February 2020	Updated	KS
1.2	March 2021	Updated	KS
1.3	January 2023	Updated	LR
1.4	January 2024	Updated	LC
1.5	January 2025	Updated to include Zones of Regulation	LC



ST. ANDREW'S CE (VA) JUNIOR SCHOOL



"Promoting Excellence Within a Caring Christian Community"

Behaviour Policy

1 Introduction

Our school recognises the importance of a positive approach to the behaviour of children in school. We feel that it is important that children's self-esteem is built up at every opportunity and that positive behaviour strategies are put in place. Our Christian values underpin and overarch all our work, in particular our values of respect, peace and friendship when we think about behaviour.

Children should model good behaviour that the school teaches.
Everyone in school is expected to treat each other with respect.

2 Aims and Objectives

We believe that it is important to:

- ☺ foster positive, caring attitudes to one another and the environment
- ☺ listen to each other
- ☺ support anyone who needs help and encouragement and to nurture the self-esteem of all
- ☺ respond in a polite and thoughtful manner to one another
- ☺ treat everyone in our school family with respect

And in the playground:

DO

- ☺ play well with others (do not spoil others' games)
- ☺ care for your playground (do not damage or spoil anything)
- ☺ keep the playground safety rules (do not break the safety rules)

The playground rules are

- ☺ keep within sight and never leave the school grounds
- ☺ don't talk to strangers
- ☺ obey the whistle/bell
- ☺ play sensibly

3 Encouraging Good Behaviour – supportive strategies

Many of our approaches are based on the Assertive Mentoring scheme. We have rebranded this scheme *'Promoting Excellence'* and it has been adapted to meet the Christian aims of the school – *'Promoting Excellence in a caring Christian community.'* Establishing and maintaining high standards of behaviour is central to our school. We do this in two main ways. Firstly by praising, which can be formal or informal, in public or in private, and for maintenance of good standards as well as for achievement. Good behaviour is not

automatically learned and we teach children how to be excellent. **The teaching of behavior is outlined in our 'Behaviour Curriculum'. Our school uses 'Zones of Regulation' to teach pupils to deal with their emotions. This approach explicitly teaches children strategies to avoid poor behavior choices when dysregulated.**

Secondly by the giving of rewards. A range of rewards are used such as:

- ☺ Golden Time; 30 minutes on Friday afternoon of enjoyable, educational activities for Years 3 and 4
- ☺ comments, smiley faces, marbles in the jar
- ☺ writing the child's name and achievement in the 'Golden Book'
- ☺ praising good behaviour (not the child) in front of peers and sharing achievements with parents/carers
- ☺ giving responsibility
- ☺ Golden Book assembly
- ☺ Bronze(100), Silver(200), Gold(300), Obsidian (400), Titanium (500), Platinum (600) and Head Teacher's Award (800) smiley certificates given about termly

4 Unacceptable Behaviour

We recognise that there will be occasions where children need to be reminded about making the right behavioural choices. At these times, we talk about choices and consequences, rights and responsibilities. Adults in school will discuss the behaviour and not label the child. Our school has no place for bullying (see the Anti-Bullying policy), violence, harassment (racial or sexual), vandalism, rudeness or bad language. Children are allowed 'time and space' to think about making the right choices.

5 Corrective Strategies

The school has agreed behaviour procedures (see appendix) that all staff follow. The children are also aware of the procedures. It means that any poor behaviour instances are dealt with promptly and consistently and that children are dealt with fairly. As a school we make **reasonable adjustments** to our behaviour policy, where necessary, for disabled children and children with special educational needs (SEND).

For children who are regularly dysregulated, frequent 'Zones of Regulation' strategies will be taught. This is to enable children to have a range of strategies to use to help themselves to avoid dysregulation.

On rare occasions, there may be circumstances which require the use of reasonable force to keep a child safe. On such occasions, the aim will be to move a child to a calm, safe space and any action taken will always be reasonable, proportionate and necessary. All members of school staff have a legal power to use reasonable force. Key staff in school are trained to use

Team Teach de-escalation and positive handling strategies. Staff will always, in the first instance, aim to defuse a situation. On these rare occasions, a child will always be encouraged to move to an agreed 'safe space' such as our Calm Room. Reasonable force will always be a last resort; it will never be used to punish a child, only to keep them safe.

6. Restorative Conversations

After any behaviour incident, there is a need for children to learn from what went wrong. Pupils are encouraged to meet to talk through the events, consequences of their actions and next steps. **In accordance with the 'Zones of Regulation' training, children are only spoken to when they have calmed down and are regulated.**

The child who has made a poor choice in behaviour will speak to the adult involved. If other children were involved, they too will join the conversation. Children are encouraged to identify what went wrong and how they could have managed the situation differently, what the correct behaviour or reaction should be. They discuss if the consequence seems fair and proportionate and if anything else needs to be done. The children and adult then come to an agreement of how to avoid this happening again and agree a strategy for going forward. **For children who find it hard to understand what went wrong, the visual strategy of drawing a comic strip is used. This evaluated the behaviour that happened and teaches how to deal with it correctly next time.**

Chair of Governors signed: February 2025

See attached Appendix

Promoting Excellent Behaviour

Promoting Excellent Behaviour – Behaviour Procedures

STEP	BEHAVIOUR	SUPPORTIVE	CORRECTIVE
1	<p>CLASSROOM STRATEGIES</p>	<p>Examples of this level of behaviour:</p> <ul style="list-style-type: none"> • Shouting out • Out of seat • Talking at the wrong time • Rocking on chair • Deliberate, distracting noises • Poor attitude to learning 	<p>Examples include:</p> <ul style="list-style-type: none"> • We will notice and praise expected behaviour • Recognition board • Reward systems – team points, Smileys, marbles in the jar • Positive comments - thank, smiles, thumbs up, nods, class and whole school reward systems. <p>*FOLLOW GOOD PRACTICE GUIDE</p>
2	<p>WARNING 1 (Given discretely/privately)</p>	<p>Repeated display of behaviours above or other low-level disruptive behaviour.</p>	<p>AS ABOVE</p> <p>This can be removed if they conform/turn their behaviour around/start to make the right choices</p> <ul style="list-style-type: none"> • When/then strategy • Rule reminders • Tactically ignore • Proximity control <p>CONCENTRATE ON THE PRIMARY BEHAVIOUR</p>
3	<p>WARNING 2 (Given discretely/privately)</p>	<p>AS ABOVE</p>	<p>AS ABOVE</p> <p>This can be removed if they conform/turn their behaviour around/start to make the right</p>

				<p>choices.</p> <ul style="list-style-type: none"> • Distract/divert/diffuse <p>Casual/direct questioning</p> <ul style="list-style-type: none"> • Use of quiet, private word • State behavioural choice with consequence • Re-direct <p>Adult states, 'This is your final warning. The next time I speak to you, will receive a time out.'</p>
4	<p>TIME OUT 5 MINUTES</p>	<p>Repeated display of behaviours above.</p> <p>STRAIGHT TO 10 or 15 minute TIME-OUT IF: Swearing or physical aggression to others e.g. pushing, shoving, nipping, minor intimidation.</p>	<p>The child has time to reflect and calm down.</p> <p>Restorative conversation</p>	<p>5 minute time-out either</p> <ul style="list-style-type: none"> • In class - in quiet bay, quiet desk, with work • At playtime • At lunchtime <p>At playtime/lunchtime – a thinking/reflection space will be identified. Always where the child can be monitored.</p>
5	<p>TIME OUT 10 MINUTES</p>	<p>AS ABOVE</p>	<p>AS ABOVE</p>	<p>10 minute time-out either:</p> <ul style="list-style-type: none"> • In class - in quiet bay, quiet desk, with work • At playtime • At lunchtime <p>At playtime/lunchtime – a thinking/reflection space will be identified. Always where the child can be monitored.</p>

6	<p>TIME OUT 15 MINUTES OR MORE LOGGED IN CPOMS BY STAFF</p>	<p>STRAIGHT TO 15 MINUTE OR MORE TIME OUT FOR prejudicial comments E.G. homophobic, transphobic, racial.</p>	<p>They write down what they did wrong and how they can improve their behaviour.</p> <p>Restorative approaches used to facilitate positive outcomes.</p> <p>Discussion with SENCO or Learning Mentors for repeated incidents.</p>	<p>15 minute time-out either:</p> <ul style="list-style-type: none"> • In class - in quiet bay, quiet desk, with work • At playtime • At lunchtime <p>At playtime/lunchtime – a thinking/reflection space will be identified. Always where the child can be monitored.</p>
7	<p>TIME OUT ONE HOUR LOGGED IN CPOMS & IN SIMS BY STAFF</p>	<p>Repeated display of behaviours above, also serious aggression e.g. fighting, seriously hurting others, punching, biting, kicking, swearing at adults, serious bullying, stealing.</p> <p>If behaviour improves return to class. If behaviour still poor discussion with member of SLT to check whether we proceed to step 8.</p>	<p>Discuss with senior staff. Discussion with SENCO or Learning Mentor – consider SA or SA+ Tracking sheet for persistent difficulties.</p> <p>Restorative conversations where appropriate.</p> <p>'Change of face' strategy if needed.</p> <p>Reasonable adjustments and a provision map (one page plan), detailing supportive strategies, will be considered for any child who repeatedly reaches step 7 e.g. agreed exit procedures, identified safe spaces etc.</p> <p>Consider pastoral support plan/lunchtime support plan/PPP for any child repeatedly reaching step 7.</p>	<p>Child works in a different classroom space up to one hour without disturbing others.</p> <p>Possible removal of treats or playtime.</p> <p>Child records when and why on Behaviour Reflection Record sheet.</p> <p>If a child is at risk of immediate harm, it may be necessary for an agreed adult to move a child to a safe space.</p> <p>Class teacher informs parents/carer</p> <p>Discussion with SENDCo for any child repeatedly reaching step 7.</p>

8	<p>UP TO HALF DAY ISOLATION</p> <p>LOGGED IN CPOMS & IN SIMS BY SLT</p>	<p>Further repeat of the above behaviours</p>	<p>Child to complete a behaviour worksheet</p> <p>Restorative conversations where appropriate.</p> <p>Discuss behaviour with SLT</p> <p>Possibly see Learning Mentor</p> <p>Behaviour Support Plan (report form)</p> <p>Parents informed that behaviour is a cause for concern - discuss concerns and agree targets/support.</p> <p>Consider alternative strategies, inform other agencies.</p>	<p>If a child is at risk of immediate harm, it may be necessary for an agreed adult to move a child to a safe space.</p> <p>Inform parents</p> <p>Isolate child</p>
9	<p>SANCTION 5 ISOLATION FULL DAY</p> <p>LOGGED IN SIMS BY SLT</p>	<p>Further repeat of the above behaviours</p>	<p>Verbal discussion with parents/carers</p> <p>Possible meeting with parents/carers and the child - Restorative conversation.</p>	<p>If a child is at risk of immediate harm, it may be necessary for an agreed adult to move a child to a safe space.</p> <p>Inform parents</p> <p>Home school contract to be considered</p>
10	<p>FURTHER ISOLATION OR SUSPENSION</p> <p>LOGGED IN SIMS BY HOS OR AH</p>	<p>Further repeat of the above behaviours.</p> <p>A child may be suspended for extreme behaviour (see Suspension Policy).</p>	<ul style="list-style-type: none"> • Liaison with SENDCo • Consider EISA. • Consider external agency involvement. • Consider referral to Specialist Inclusion Cluster group. • We will exclude a pupil as a last resort only. • We will always provide a support mechanism to bring the child back into the class by considering further reasonable adjustments 	<ul style="list-style-type: none"> • Parents/carers informed of decision verbally and in writing. • Child must complete school work at home. • Re-integration meeting with parents/carers and SLT will take place prior to re-admittance back in to school – restorative, solution-focussed conversations.

Further considerations:

- Children who repeatedly display challenging behaviours will be observed by the SENDCo to consider whether there is a need for them to be placed on to the SEND register under the category of SEMH needs; in cases such as this, there will be consultation with parents/carers and a discussion about our SEND register. This will be after discussion with parents/carers.
- Some children may, in discussion with parents/carers be considered for a preventative KS2 PRU placement.
- Children with SEMH needs will have a range of support in place which may be documented through a range of approaches to include: One Page Plan, Personal Provision Plan, Positive Handling Plan and Risk Assessments.