Diocese of Chelmsford
Vine Schools Trust

"I am the vine; you are the branches.

If you remain in me and I in you, you will bear much fruit"

Howbridge C of E Junior School

Behaviour Guidelines for Children, staff and parents

January 2024 – to be reviewed September 2024

HOWBRIDGE WITHAM

‘Together We Shine’

At Howbridge C of E Junior School, our whole school community of children, parents, staff and governors come together so that we can live out the words of the gospel according to Matthew, 5:16, in our everyday lives:

‘Your light must shine before people so that they will see the good that you do’

Howbridge C of E Junior School is a Church School and the work within our school is underpinned byour School Christian values of Forgiveness, Courage, Humility and Perseverance.

1. Guideline statement

Howbridge C of E Junior School is a school where everyone is valued as our vision statement aboveoutlines. Howbridge C of E Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our behaviour policy reflects a positive ethos that builds on the School’s Vision Statement and Core Christian Values of Forgiveness, Courage, Humility and Perseverance. .

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

2. Aim of the Guidelines
At Howbridge C of E Junior School we aim to:

- Provide a safe, comfortable and caring environment through the fostering and modelling of our core Christian Vision and Values where everyone is valued irrespectiveof age, gender or race
- create a culture of exceptionally good behaviour: for learning, for community, for life
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults use consistent language to promote positive behaviour
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Encourage learners to take control over their behaviour and be responsible for the consequences of it. (supported by the Zones of Regulation where necessary)

3. Purpose of the behaviour guidelines
To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make ‘right’ choices
- Recognise individual behavioural needs and respond appropriately
- Promote self-esteem, self-discipline
- Teach appropriate behaviour through positive intervention

4. What adults will do

All Staff will:

- **Meet and greet** at the classroom door where possible.
- Refer and redirect children by referring to the school rules of **'Show Respect, Be Responsible and Make the Right Choice.**
- Refer and redirect children by referring to the school values of Friendship, Compassion and Perseverance.
- Positively Praise children
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Follow** up every behaviour incident or concern, retain ownership and engage in reflective dialogue with learners.

The Head Teacher and Senior leaders will:

- Be a visible presence around the school
- Take time to welcome learners throughout the day
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home andcertificates/stickers/ Marvellous Me
- Ensure staff training needs are identified and met
- Use behaviour records (CPOMS) to analyse, target and assess interventions
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Support staff in managing children with more complex or challenging behaviours
- Implement Continuous Management Plans where needed alongside staff and monitor and review these accordingly

Behaviour for Learning

Howbridge C of E Junior's principles/The Three R's: ''Show Respect, Be Responsible and Make the Right Choice."

We recognise that clear structure and consistency with predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely. Children are praised publicly and where possible reminded in private.

Our school has **The Three R's: ''Show Respect, Be Responsible and Make the Right Choice."** which can be applied to a variety of situations and are taught and modelled explicitly through our school Vision and core Christian Values.

We also understand however, that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plan (often referred to as consistent management plan) or one plan which mayinclude rewards to reinforce positive behaviour.

Our Values/Rules	Visible Consistencies	Over and Above Recognition
Friendship, Compassion and Perseverance 1. Show **Respect** 2. Be **Responsible** 3. Make the **Right Choice**	1. Daily meet and greet at key times of day (morning, after break, after lunch) 2. Persistently catching children doing the right thing 3. Addressing children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public, reminding in private where possible 6. Consistent language and approach	1. Recognition boards/Displays 2. Certificates including star of the week – see appendix F 3. Stickers/Marvellous Me badges 4. Phone call/text or email home/Recognition postcards – see appendix E 5. Verbal praise 6. Class/House Rewards linked toMarvellous Me 7. Showing work to another adults 8. Well done book/ HT award **This is not an exhaustive list and staff in discussion with HT and SLT can suggest or use other rewards.**

Marvellous Me Award System

One way that behaviour attitudes above and beyond the expected is recognised is through Marvellous Me. Badges can be awarded by any adult for good behaviour or learning attitudes and are clearly linked to our school values and rules. These can be awarded to individuals or to the class as a whole. Children can see their Marvellous Me badges on a daily basis. Parents can access the online app to see their Children's successes each day. There are a number of school badges but staff are free to suggest and make their own badges.

Children can also earn thumbs up's for behaviour that goes above and beyond the expected. This could be for homework, learning behaviours or behaviours that demonstrate our values. Thumbs up are counted for each individual but also totalled per house at the end of each week. These are celebrated in a house points competition each Friday at Celebrating Success worship.

Managing behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. There are however occasions when it is necessary to apply sanctions. Every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Stepped Approach to dealing with behaviour that is not accepted - use child's name, child level, eye contact, deliver message	
1. **REMINDER**	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to 'show respect/be responsible/make the right choice; show our values of Friendship, Compassion and Perseverance) You now have the chance to make a better choice. Thank you for listening Example - 'X, I notice that you're running. You are not showing our school rule of being safe. Please walk. Thank you for listening.' Or 'X, I notice that you were talking to your neighbour. You are not showing respect to others. Please listen. Thank you.
2. **WARNING**	I noticed you are continuing to …… (noticed behaviour) This is the second time I have spoken to you. If you choose not to follow our rules again you will leave me no choice but to ask you to take some time to reflect. This is now is now your warning. Do you remember when …….(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'X, I have noticed you are still not ready to do your work. I have reminded you once already. This is now your warning. Do you think you are being your best? Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. **REFLECTION WITH POSSIBLE SHORT TIMEOUT** (if necessary)	I noticed you chose to …… (noticed behaviour) You have already had a warning. You will need to speak to me after the lesson to take some time to reflect. Now I need you to……. (Go to quiet area / Go to another table etc/ Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall, go to the staff room etc) I will speak to you in two minutes or as soon as I can – **STAFF TO ENSURE THIS IS SWIFT AND PROMPT SO LEARNING CAN CONTINUE** Example - 'I have noticed you chose to use rude words/swear after I'd given you a warning. You are notbeing kind or showing the school value of being respectful. You will now need a reflection time.This will need to be a break time tomorrow. Do you need 2 minutes to calm down if so move to the quiet area. Thank you.
4. **FOLLOW UP** – Reflection***	1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make other people feel? 5. **Who has been affected? What should we do to put things right? How can we do things differently?** Staff to use judgement to ask, answer and record at least 3 of the questions
***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

BEHAVIOUR PATHWAY – see above

Reminder

Warning

Follow up/Reflection

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Time Out – if necessary

Sent to SLT/AHT/HT **with explanation why**

Follow up/Reflection completed with member of staff who issued reflection – Reflections to

be scanned and added to CPOMS

Parents phoned

Report – if 2/3 reflection in a week or behavior deemed dangerous

Parents potentially called into school for a meeting/possible behavior support plan/CMP

Internal suspension – time spent away from class and learning provided by a different member of school i.e. AHT/HT

Suspension

Exclusion

Sanctions given *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the actions of individuals.
3. Be consistently applied by all staff and in proportion to the action as agreed with HT

Recording of incidents:
All follow up reflections are to be recorded on a reflection sheet as outlined above. These are to be kept in each classroom and will be monitored by SLT on a half termly basis. These will collected by SLT at the end of every term. All reflections and behaviour incidences should be recorded on CPOMS with a brief outline of why it was given for monitoring purposes throughout the term. The Head Teacher and SLT monitor these and takes appropriate action where necessary.

Report
If a child has 2 or 3 reflections in a week they will be placed on report. This means they may miss their play and lunchtimes until they have shown an improvement in their behavior. This is usually 2 clear days of wise choices but is based on each child's needs and context. When on report the child will have a report card which the teacher should sign at the end of each session**. This should focus on what the child has done well and the improvements made in each session** and not list the things the child has done wrong. This generally uses as smiley face system to show a good, ok or improvement needed session. **The purpose of the report card is to refocus the child to make wise, acceptable behavior choices.** For example, if the child has been placed on report for calling out an improvement should be seen in this. The purpose is not to necessarily see perfect behavior from each child as this may be

unachievable. The report card should be shared with a member of SLT each lunch and break time until 2 clear days of improvement have been seen. The AHT and HT will decide when a child is ready to come off of report.

Children can be placed onto report immediately for extreme behavior choices. This would only be decided by the AHT or HT.

A letter will be sent home each time a child is placed on report and a phone call made to the child's parents. Where necessary a meeting will be held with parents and the child to discuss the way forwards. Report cards once finished should eb placed onto CPOMS. If a child is continually being placed on report due to poor behavior choices a teacher should reflect on how practices could change within the classroom to accommodate the child's needs or whether SEN should be explored. This would always be in partnership with the SENCO and parents.

Please see document – what to do if a child is placed on report

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children may have individualised behaviour plans, one plans and where necessary Consistent Management Plans to enable all staff to particularly understand that child's needs.

Exclusions may occur following extreme incidents at the discretion of the HT and in line with the Vine's Schools Trust Exclusion Policy.

Bullying

All incidents or concerns of bullying and harassment should be taken very seriously. Detailed records are kept by the Head Teacher of all incidents of behaviour, suspected bullying and bullying via CPOMS. Bullying of any type is not tolerated within the school. It is recognised that there are a variety of ways in which a child may be bullied including both physical, verbal and emotional Please refer to Howbridge's Anti-bullying Policy**.**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour attitudes through the policy will always apply.

Appendix A

Howbridge C of E Junior School

Behaviour Policy

For showing good learning attitudes and behaviours I can also possiblyexpect:

1. To earn a Celebrating Success Certificate
2. To gather Marvellous Me badges and messages from my teachers
3. Verbal praise from adults
4. SLT/HT praise
5. Whole Class or House Rewards linked to Marvellous Me
6. Show learning to another adults
7. HT award
8. To feel a sense of real pride in myself

***I can earn badges for showing our Christian values and for showing learning behaviours aboveand beyond what is expected on Marvellous Me**
***My class/House can earn thumbs ups and rewards for good behaviour.**

If I show behaviour that is not acceptable I will be given a **reminder**. This tells me that I need tothink about my behaviour.

If my behaviour does not improve, I will be given a **warning**. ***A warning should be enough to changemy behaviour***. My teacher will speak to me as privately as possible to give the warning and remind me of a time when my behaviour has been as expected.

If I show this behaviour again I will have a time out with the adult who issued the warning. **This willbe at a time outside of learning for as long as necessary and convenient to the adult.**
During this time out I will complete a reflection sheet with the adult who gave the time out. Thiswill be kept in the classroom. My parents will know by Marvellous Me message.

If I complete 2/3 reflections in a week I will need to speak to the Head Teacher or a member of SLT. I may be put onto a report card to help me keep focused. This will be shared with my parentsvia a letter or meeting. I may miss playtimes and lunches while on report.

Appendix B

Howbridge C of E Junior School

Behaviour Policy at lunchtime

At lunchtimes all pupils are expected to follow the 3 R's :

-Respect -Responsibility - Right Choice

For showing good behaviours at lunchtime I can possibly expect:

1. To earn a Celebrating Success Certificate.
2. To gather Marvellous Me badges and stickers from my teachers
3. Verbal praise from adults
4. SLT/HT praise and award
5. To feel a sense of real pride in myself

***I can earn thumbs ups at lunchtime for showing good behaviour.**

If I show behaviour that does not follow our school rules or values I may be given a reminder. This tells me that I need to think about my behaviour.

If my behaviour doesnot improve, I may be given a warning. ***A warning should be enough to change my behaviour***.

Staff will speak to me as privately as possible to give the warning and remind me of a time when my behaviour has been as expected.

If I show this behaviour again I may have a time out. This means I may have to sit on a bench on the playground for 5 minutes while I reflect on my behaviour. During this time out I will complete a reflection discussion with the adult who gave the time out. This may be recorded for future reference as a lunchtime incident.

If an adult can see through discussions with others that I may have not followed one of our school rules I may be given a time out immediately. For example, if I have hurt another person intentionally or my behaviour is deemed particularly unsafe. This will be recorded as a lunchtime incident.

Staff will fill out behaviour incidence slips on the playground. These will then be uploaded to CPOMS by the admin assistant.

If I receive 3 lunchtime time incidences in a week I will need to speak to the Head Teacher or a member of SLT. I may be put onto a lunchtime report card to help me keep focused. This will be shared with my parents via a letter or meeting. I may miss playtimes and lunches while on report.

Appendix C

Reflection Sheet for Classroom Behaviour/Lunchtime behaviour – see HT for copies

Time out Reflection

Time out reflection should be completed alongside the child/children by the adult who gave the time out. Discuss all questions but record those in bold.

What Happened?

What school rule or value haven't you shown?

Who has been affected?

How can you do things differently? / How can we put things right?

Lunchtime Incident record after warning given

Name/Names of children involved	
Date	
What happened – Brief Overview	
Member of staff dealing with incident	
Follow up needed – if so what?	

Appendix D – for staff

REPORT – WHAT DO I DO?

Report at Howbridge is the step after reflections, when a child needs another layer to focus back on acceptable behaviour. This usually comes after 2/3 reflections in a week - see guidelines for staff

Remember:

- **Report should be a time where child learns and reflects on behaviour in a POSITIVE way**
- **It is the class teachers responsibility - SLT will work alongside you to implement - see below**
- **Understanding why is the first step to helping**
- **Everyone deserves a second chance**
- **Model the school values and rules through your converstaions**

Friendship

Perseverance

Compassion

Follow these steps:

- Alert a member of SLT when 2 reflections have taken place and discuss next steps
- Only SLT can place a child on report after 2/3 reflections - take child to any member of SLT (Becky, James, Xanthe, John and Danni)
- Get a report card from the school office
- Ring/speak parents to inform them
- Fill in for each lesson with comments
- Reflect with the child on their behaviour each break and lunch giving clear targets and expectations
- Ensure child sees member of SLT every break and lunchtime to reflect on report card
- SLT will decide when child is ready to come off report/return to normal break/lunchtimes
- Report card should be uploaded to CPOMS at the end of the week until child comes off - Office can scan and upload for you
- Inform parents when report ends

Appendix E – Celebrating Success Certificate – and Gaggle Bags linked to values.