



# Behaviour management strategy for children, staff and parents

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## Our story - the behaviour strategy 'journey'

**The 2018-2019 review of our behaviour framework is based on our evaluation that the former process in place in our school for a number of years was not fully effective and often didn't sufficiently meet the needs of every pupil. We knew this because of the feedback we received from the children themselves, the staff across the school in every role that we employ, and importantly the parents of children who are most often well-behaved and parents whose children struggle to make appropriate choices both at home and at school.**

Our previous system and framework had developed and been improved upon over time, but from 2018 it became increasingly evident to us all that it was time for a comprehensive re-think of the support, intervention and learning the children needed. We wanted to put in place an effective strategy that would allow us to address the pupil's emotional and behavioural needs right across the spectrum, something that would prove successful and valuable for each child for life.

As a staff team we recognised we were spending more and more time and energy *preparing* the children to learn, before the curriculum learning was even able to begin. It often felt like 'fire-fighting' as the strategies – all tried and tested in many settings – were ineffective for any length of time. We felt there was a negative impact on the children who were struggling and also the children who were ready to learn and being disrupted. The more typical sanction and reward techniques were not lastingly effective for a majority of the children.

Our school's **Golden Values** were well-established, and the children had also helped us update these, so the expectations were clear and well understood by all but many children struggled to apply these values day to day. We also recognised that an increasing proportion of children were less able to manage 'real' face-to-face human relationships with their peers in the more unstructured time, typically at play, but also sometimes during their learning. These patterns presented us with a number of challenges.



We accepted the need to adopt a positively focussed, pro-active and preventative approach to behaviour management as opposed to a reactive one. The emphasis of our previous framework and model was recognised as largely responding to the symptoms and effects of the complex behaviour rather than addressing the root causes of it – the needs of the child.

This previous model was a typical system of '**external regulation**' where rewards and sanctions are applied to behaviour situations to help manage them. What is proven to be increasingly effective is a system which builds children's self-regulation and resilience and increases the

**“Our approach draws on insights from recent advances in neuroscience, attachment theory and child development fields to provide a powerful way of working with children that supports optimal social and emotional development.”**

children's capacity to '**internally regulate**' their own behaviour based on the emotions they are experiencing. This requires significant time, teaching, empathy, patience, clarity and consistency by adults involved in the children's development and is recognised to be improve outcomes over the long term – this is no quick fix.

On this basis throughout 2018, we sought informed practice and research into neuroscience and behaviour models, alongside our belief, understanding and training in the embedded '[Thrive](#) approach' which led to **Chandag Junior School being classed as a 'Thrive Aware School'**.





## Our guiding references

Our approach and strategies reference these key sources amongst others:

**Thrive** training undertaken by staff at Chandag Junior School and its research base of neuroscience, attachment and emotional and social development.

**Bath Spa University**'s research work based on neuroscientific evidence, relationship (attachment) theory and empathy. This work encompasses the research undertaken by Gottman and Katz and colleagues (*Gottman et al, 1996*) on Emotion Coaching.

**Attachment Aware Schools** project findings and associated papers published with Bath Spa University and B&NES Council.

**Emotion coaching** provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children's well-being and resilience.

**ARC** The Attachment Research Community promotes everyone's mental health and well-being by developing best practice and sharing learning.

**KCA** Kate Cairns Associates "*The best schools have always looked to promote the broader well-being of their [pupils]...*" and ensuring that the most vulnerable children receive the services and support they need.

**The European Journal of Social and Behavioural Sciences** (EJSBS Volume XIII No 159 – Emotion Coaching – a strategy for promoting behavioural self-regulation in children/young people in schools: (*Janet Rose, R McGuire-Sniekus and L Gilbert.*))

**CJS Civilised behaviour & anti-bullying policy** The school sets out the expectations for impeccable behaviour for all children and links this with this behaviour strategy.

**CJS Equality framework** Sets out our intent whereby everyone in the school community is valued and treated with respect, dignity and fairness by all. This is an appendix to the WMAT Equal Opportunities Policy.

## Our commitment

Most children enjoy life and are successful in school and in relationships. This lasts into adult life. Most children test the boundaries of acceptable behaviour during their childhood and this is perfectly normal. A significant minority struggle from an early stage and then especially in adolescence. These children can be unfocussed, disruptive, controlling, withdrawn or destructive.

As a result, many children may not fulfil their potential as adults, either in relationships or employment. These children tend to underachieve in school and are often punished and even excluded. Those adults who enjoyed success in school can find these children hard to engage and motivate. Research shows that a child's ability to form relationships and to learn is shaped by the child's early experiences both at home and school.

We continue to seek to better understand *why* and *how* some children behave the way they do, and then we can find ways to help them enjoy and succeed in their education and in life.



**We are committed to focus on the long-term benefits of building or improving internal regulation in our recognition of the complexities of the social and emotional needs of every one of our children.**

As such, we recognise that socially competent children who are able to understand and regulate their emotions are better equipped to go on to achieve higher academic success than those who lack impulse control or have poor social skills (*Webster-Stratton, 2004; Graziano et al, 2007; Linnenbrink-Garcia and Pekrun, 2011*). Recognition and practice of this will lead to happy, resilient and well-adjusted children and young people.

We are committed to focus on the long-term benefits of building or improving internal regulation (rather than external control) in our recognition of the complexities of the social and emotional needs of our children.

**We know that the manner in which teachers respond to children's behaviour will affect outcomes and our responsive, nurturing and attuned teachers at Chandag Junior School will diminish less desirable behaviours and encourage every child to feel proud and shine!**

## Our practice: how we encourage, recognise and celebrate appropriate behaviours



**Every one of our children is wonderful, every one of our children has tremendous potential and it is delightful to see our children attend school every day in order to celebrate this.**

Recognition and celebration of children's achievements is vital to show the pupils that their attitudes, behaviours and commitment are valued and we are proud of them. This further incentivises all children to work hard and succeed in everything they do.

Our very high expectations of the pupils mean that we celebrate their successes not simply when they have met the expectations but when they have gone 'above and beyond' and shown real desire, commitment and positive attitudes, or perhaps they have made good progress from their previous start point (irrespective of ability) or even worked hard with support to turn around their attitude and behaviour after a difficult challenge.

Other than clear, school-wide expectations and high quality teachers and support staff

who the children respect and trust, a key motivator for good behaviour is an engaging learning environment and stimulating curriculum. Chandag Junior School is 'reigniting' the curriculum model in 2019 to ensure that the learning interests and motivates the children to discover more every day.

The school teaches the National Curriculum and **Chandag Junior School's integrated curriculum model** is being personalised for the pupils attending the Junior School and 'localised' to take advantage of the rich historical and geographical heritage we have on our doorstep. This is an exciting improvement and will be fully in place from September 2019.

We know that valuing children's commitment is important and we are mindful that many children are growing up in a society where instant gratification is often the norm and many pupils struggle to develop willpower or self-control to delay the enjoyment and celebration of their successes. Indeed, the work undertaken by neuroscientists Joseph W. Kable and Joseph

T. McGuire (University of Pennsylvania (*Cognition*)) suggests that this is often well founded as children may be uncertain about the timing or likelihood of these future celebrations so may revert to impulsive behaviour unless the recognition is immediate.

Our staff have committed to balance our responses to the complex developing needs of the children, and the individual needs of every child (and especially those who are known to be vulnerable or disadvantaged) will always be considered before any response is given.

Children who demonstrate commitment to our **Golden Values** through their attitudes, behaviours, actions and hard work across the curriculum are awarded Dolphin Points and these are aggregated by house team throughout each term. The children are given recognition of their commitment and this may take many different forms. Dolphin Points are awarded by all staff and totals are also

**“Individual liberty does *not* mean you are free to do what you want. It means you are free to do what’s right.”**

(British Values whole-school assemblies at CJS, 2018-2019)

monitored within each Pod (our term for the combination of the classes within a year group) and class in order that the Pod teachers can also celebrate individual commitment during the terms.

Enjoyment is one of our **Golden Values** and we strive for *‘delight in learning’*. We have built in frequent enrichment events for the children whereby they will join friends from across all year groups to take part in themed cross-curricular learning planned by the Curriculum Leadership Teams.

We also recognise that children can sometimes be unfocussed, disruptive, controlling, withdrawn or destructive. As such we employ a system of **logical consequences** that seek to allow children to understand the consequences of their own choices and help them learn from their mistakes.

This will lead to improved emotional and behavioural resilience over time.

## Our practice: behaviour improvement based on logical consequences

Logical consequences are **respectful, relevant, and realistic**.

In short, logical consequences are applied with respect, relevancy, and realistic guidelines help children understand the consequences of their own choices and help them learn from their mistakes.

### Respectful

*Respect is conveyed through words and nonverbal gestures.*

- Use a normal tone of voice. Avoid sarcasm.
- Speak directly and quietly to the child. Whenever possible, avoid calling across a room or raising your voice.
- Focus on the deed and not on the doer. Convey the message that it is the behaviour you object to, not the child.
- Be clear and firm and don't negotiate: "You need to leave the group now," gives a precise direction. "You were talking and jabbing your pencil...." gives too much information, and opens the teacher up to argument such as: "I was not! Yes he was!"

## Relevant

*A consequence needs to be logically related to the child's actions.*

- It helps children see a cause and effect. (For example, when you talk, your work doesn't get done.)
- It references the Golden Values. ("What do our values say about that type of action?")
- It focuses on the specific problems created when values are broken. ("When you tell me you're going to the cloakroom and instead you mess around in the hall, what happens to our trust?")
- It focuses on individual responsibility and accountability for helping preserve a

safe learning community. (A child ignores the signal for quiet and keeps on talking with a peer. The teacher points out that the signal is a way to make sure everyone can receive directions quickly. It keeps everyone safe. Thus this child needs to see that his or her behaviour is not responsible. The teacher implements a short time-out period for the student to recover controls and observe the limits. Later, the teacher may arrange a practice time so the child can return to the group and show by his or her actions the "signal" procedures.)

## Realistic

*A consequence should be something the teacher and pupil can follow through on.*

- There is a reasonable follow-through action expected by the child. (For example, a pupil who is not looking where he or she is walking spills paint all over the floor. The pupil will help clean it up, but is not expected to mop the entire class, the hall, and the lunchroom as well.)
- There is a clear time frame that is appropriate to the developmental age of the pupil and the behaviours of the pupil. (A two-minute time out might or might not give a pupil time to recover controls. If the pupil returns to the group before he or she has truly regulated the behaviour or while he or she is still angry, it is likely the misbehaviours will quickly resume.)
- Time frame makes sense - it is not too long and thus harsh, or too short and

**"How you communicate with other people, how you interact with other people, how you express yourself will have a huge impact on your success."**

Goldman Sachs CEO  
David Solomon  
<https://finance.yahoo.com>

thus ineffective. (A pupil sent on an errand gets caught playing with the water fountain. The pupil loses the privileges of running errands for a few days or the rest of the week - depending on the behaviour, prior experience, and so on - but not for a month or forever) Remember, children need on-going opportunities to learn from their mistakes, develop their self-controls, and regain trust.

- The teacher is prepared to follow-through and implement. (Told that home learning that isn't handed in has to be made up during school break or before school begins perhaps, teachers need to check the home learning and reinforce expectations, as well as be

realistic about their own time availability and parent communication. (No empty threats.)

## Our practice: typical escalation process

Typical escalation process for **unacceptable behaviour** – where the emphasis is always on ensuring all other children remain safe and free from distraction, getting the focus child back on track and ensuring they learn not to repeat the unacceptable behaviours:

1. One-to-one conversation with the child at the teacher's discretion based on staff training and experience, behaviour principles, the behaviour strategy and the Chandag Junior School's 'Golden Values'.
2. Record and notes made in a behaviour record held by the teachers within the Pod and further conversations with the child reinforcing the expectations and 'values' of the school.
3. In persistent cases, informal conversation or meeting with parents to request parents and children work together with the staff to prevent further escalation and keep the child on track at school.
4. Report card issued by senior leadership, direct parental involvement and weekly parental visit to school during duration of report.
5. For persistent or serious cases of significant inappropriate behaviours, internal exclusion where necessary, very regular parental involvement and consideration of Pastoral Support Plan (PSP).
6. Fixed term exclusion (FTE) away from school with direct, formal parental involvement and implementation of a PSP.
7. In exceptionally extreme cases consideration of permanent exclusion (PEX) after formal meetings by Headteacher with parents and in discussion with Wellsway MAT and local authority.

In cases of unacceptable behaviour by vulnerable children or those who have additional needs, or the environment where the children's learning takes place is different to the usual school setting, the process above may be reasonably adjusted as those children may often have personalised support in place (and perhaps a PSP) which will inform the decisions and judgements made on a case-by-case basis.

In addition, not all behaviour concerns will follow an expected pattern or follow the typical escalation process, and in some cases - following reasonable measures to correct the behaviours and an assessment of the risk posed by a pupil to self and others - there may be a need to take appropriate severe action to prevent harm and keep everyone safe.

## Our Golden Values

**Our Golden Values allow us to make Chandag Junior School a safe and happy school** that is welcoming, caring and supportive to all, enabling everyone to benefit from positive learning experiences. We value:

**Honesty** to ourselves as well as other people.

**Respect** our environment, ourselves as well as other people, including tolerance of difference.

**Kindness** treating people in a way in which we want to be treated.

**Empathy** listening with an understanding of how others may feel.

**Friendship** connecting with others.

**Courage** having a go!

**Democracy** being fair and valued; having liberty; feeling safe.

**Resilience** sticking at it even when it is tough.

**Responsibility** making sensible choices with our attitudes and behaviours.

**Enjoyment** ...of everything we do.



## Chandag Junior School's behaviour standards

We expect everyone's behaviour to **always meet this standard** - and not because there is an assumption of a reward if it does and a sanction if it doesn't - because this is simply **'the right thing to do'**.

This is what children's **impeccable** behaviour looks like in Chandag Junior School:

- ✓ Children's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Children are self-disciplined. Incidences of low-level disruption are extremely rare.
- ✓ The school's open culture actively promotes all aspects of children's welfare. Children are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust our school's leaders to take rapid and appropriate action to resolve any concerns they have.
- ✓ Children's moral, social cultural and spiritual development equips them to be thoughtful, caring and active citizens in school and in wider society.
- ✓ Children are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- ✓ Children discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- ✓ Children value their education and rarely miss a day at school. No groups of children are disadvantaged by low attendance. The attendance of children who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- ✓ For individuals or groups with particular needs, there is sustained improvement in children's behaviour. Where standards of behaviour were already excellent, they have been maintained.
- ✓ Staff and children deal effectively with the very rare instances of repetitively or consistently inappropriate and intimidating behaviour ('bullying') and/or use of derogatory or aggressive language.
- ✓ Children work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- ✓ Children can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- ✓ Children have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- ✓ Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education.
- ✓ Children are well prepared for the next stage of their education and life.

**"There should be equal emphasis on emotional intelligence (E.Q.) and how you interact with people, how you relate to people, and how you connect with people."**

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## ...and a final word from the Headteacher and staff:



We are proud to welcome you to our delightful school. The children at [Chandag Junior School](#) are at the very heart of everything we do and our pedagogical approach is rooted in our [passionately-held values](#) which underpin our work with them every day.

We believe our children flourish because we focus on exciting a desire to learn from every experience and we know that life-long achievement is a balance between emotional, social and academic success.

**Come and see us; you are always very welcome.**

