

Freegrounds Junior School

Behaviour Policy Overview



Our Purpose

As staff, we want to:

- develop a secure, safe and happy environment in which children can learn and play at their best

As Leaders, we want to:

- ensure children develop skills for the future:
- support children to make their best possible progress year on year,
- promote prosocial and pro-learning skills,
- develop high levels of emotional intelligence
- encourage children to develop a strong moral compass
- support children's intrinsic motivation to meet expectations and boundaries without the need for external control

Shifting Mindset

The traditional behaviourist approach relies on a child having sufficient desire for the reward and fear of the punishment. It also needs the reward or punishment to remain at the forefront of the child's mind. The behaviourist approach assumes the child has the skills to manage in the moment; it assumes their difficulty is a matter of 'will not skill'. Using 'carrots' and 'sticks' **can** seem effective in the short-term, but it does not address unmet needs and missing skills and thus secure long term, sustainable improvement. Children's difficulties can keep 'popping' up. Expectations of children can still be kept high in a therapeutically and neurodiversity-informed approach. We can be '**insistent, persistent, consistent, with a bucketful of kindness.**'

Supporting all learners

The Empowerment Approach is taught across the school and strategies and tools are used to help children develop the knowledge and skills they need to manage well in school and society. Brain Fit sessions are taught as part of the curriculum to support all children to be able to understand how their brain works.

Our focus as adults is to be a coach rather than controller – helping children to build pro-social and pro-learning skills for the future and helping each child make gradual small-step progress that sticks over the long-term.

All adults in school use a 'Calm, Connect, Support' approach when things go wrong. A 'Prep for Best' approach is used with children to help them plan ahead, or support behaviour following an absence (e.g. school holidays), to ensure they remember what helps them to manage well.

Follow up conversations take place after an incident, to help children understand their underlying needs or stressors, problem solve and plan together to help them manage better in the future. Parents/Carers may be invited to this conversation to support their child alongside the school.

Protective consequences are used for behaviour that has an impact on others. These cannot be time limited as they ensure safety (physical and emotional). These are gradually stepped down as the child demonstrates they have the skills, knowledge and ability to regulate their emotions or impulse.

All consequences are logical and make sense within the context of the behaviour. Consequences may also involve activities to make amends such as fixing or replacing something that is broken.

External rewards (reward charts, report cards e.g.) are not routinely used in school. For those who need greater structure, these may be used from time to time as children move towards independence and intrinsic motivation

Educational consequences teach children skills and knowledge.

Prosocial Behaviour Definitions:

- Positive, helpful, and intended to promote social acceptance
- A concern for the rights, feelings and welfare of others
- Benefits other people or society

Prosocial behaviours include:

- meeting expectations in the context of the situation (lessons, playground, assembly, lunch hall e.g.);
- speaking kindly to or about others;
- helping someone who is finding things difficult or hurt themselves;
- involving someone who is on their own (and doesn't want to be) or standing with someone when others are unkind;
- finding an adult to help themselves or others;
- representing the school positively or taking part in activities that improve the local community

Prosocial Recognition:

- Positive verbal acknowledgement by class teacher / other adults
- Effort marks
- Star of the Week
- Open measures