Positive Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:			
Approver:	**Education Standards Committee**	**Date:**	**27.3.19**
Adopted:	Advisory Board	**Date:**	**July 2019**
DSAT owner:	Behaviour Lead	**Version:**	V1.0
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Document History

Version	Version Date	Author	Summary of Changes
V0.1	8.1.19	Megan Williams	Policy draft created
V0.2	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	27.3.19	Helen Stockill	Policy approved by Trustees

Contents

1. Introduction

At Braunstone Community Primary School, we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that, as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the Braunstone community family in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

Behaviour management is the responsibility of **all** staff at Braunstone Community Primary School.

2. Linked policies

This policy should be read in conjunction with the following policies:
- Anti-bullying policy
- E-safety policy
- Physical intervention policy
- Exclusions policy
- Safeguarding policy
- Mental health policy

3. Aims

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- To create a **safe, calm** and **caring** environment for all
- To promote **respect** and **responsibility** for each other and school property
- To create an environment in which all pupils can learn
- To enable pupils to understand that actions have consequences
- Ensure a deepening understanding and commitment to our vision (Belong, Care, Persevere, Succeed)

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.

- **Adopting a calm and caring ethos:** To support children effectively we consider individual needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.

- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.

- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.

- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff, pupils and our Advisory Board. They are the foundation of a positive and consistent approach to behaviour management. The school rules are the minimum expected requirement of behaviour at our school.

7. Roles and responsibilities

The Advisory Board
The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

The Headteacher
The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:
- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents
Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils
Pupils are expected to:
- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

8. Rewards

Positive behaviour will be reworded may be rewarded with:
- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise

✓ Certificates

✓ Class Dojo points

✓ Letters, texts or phone calls home to parents

✓ Special responsibilities given

✓ Golden Time

9. Consequences

Children must be made aware that their behaviour choices may have consequences (see Appendix 1). The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Loss of Golden Time

- Sending the pupil to another class

- Expecting work to be completed at home, or at break or lunchtime

- Missing some of their social time to reflect

- Referring the pupil to the pastoral team or a senior member of staff

- Letters or phone calls home to parents

- Agreeing a behaviour plan (see Appendix 2)

- Putting a pupil 'on report'

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or to a senior leader during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off-site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip the last resort.

Serious Incidents

A behaviour displayed by a child may be deemed to be a serious incident. This may include but not limited to:

- Hurting another child or a member of staff

- Causing an incident in the classroom which leads to the rest of the children having to be evacuated

- Throwing furniture

- Malicious or false allegations

- Extreme insubordination which leads to the child's or others safety being at risk

- Racist, homophobic or sexually offensive language

Following on from a serious incident, a serious incident non-handling form must be completed as soon as possible and handed to the pastoral team. A member of the pastoral team will then discuss this with the relevant phase leader, who will then decide upon the consequence. The consequence may be an internal seclusion of a specified amount of time or in more extreme cases will be referred to the senior leadership team.

If three serious incident forms are completed for an individual child, within a two-week period, a meeting will be conducted with the Special Educational Needs Co-ordinator, Inclusion Champion and parents/carers of the child. A supportive and tailored plan will be put into place actioning the support the child will receive and the timescale of the next review. The plans are to be reviewed on a regular basis with adjustments made as needed.

10. Behaviour system

Clubs after and before school
The behaviour policy extends to clubs (breakfast clubs and after school clubs). The staged system will be adhered to in the same way as it would in the classroom.

Continuous unacceptable behaviour at breakfast club or after school club may result in the child being excluded from the club for a fixed term or being permanently removed from the club if the Head teacher feels that the Health and Safety of the other children and or adults in the club is compromised.

11. EYFS behaviour policy

Dojos:
Children in the EYFS respond positively to Class Dojo's. The dojo screen is displayed on the interactive whiteboard and when instructed, the children put their dojo's on themselves. This particularly helps for name recognition, looking at initial sounds and recognising numerals.

The Shooting Star:
Children who have worked hard or done something special will be moved onto the Shooting Star. The children on the shooting star will be praised and celebrated by the teacher and other pupils in the class.

Golden Time:
EYFS will, in addition to class-based activities – where possible, go on the top playground and play games as a class to promote PSED skills whilst having fun! This will include games such as 'What's the time Mr Wolf?', 'duck, duck, goose' and the use of the parachute and other school equipment.

Consequences:
The traffic light system will be used with EYFS within the classroom.

Pupils will be moved directly to red for more serious actions such as hurting others, however this should be used very carefully, and pupils being moved to red should be avoided as much as possible. If a child does move to red this should be recorded in the class behaviour folder (This folder is confidential and should be kept out of view from parents). The behaviour should also be recorded on the school's safeguarding system (CPOMS). A conversation should take place with the child and a consequence agreed. Parents should be updated at the end of the day. If a child continues to make unacceptable choices then this should be raised with the SENCo, Pastoral team and SLT. Plans and intervention should be agreed for pupils consistently not meeting class expectations.

12. Lunchtime/breaktime behaviours

Possible Rewards:
- Verbal praise
- Stickers
- Midday certificates
- Given special duties/privileges

Lunchtime and breaktime stages:
Stage 1 The child should be verbally warned and reminded of acceptable behaviour.
Stage 2 The child should be verbally warned for a second time.
Stage 3 The child should be sent to the named person in charge at lunchtime or the adults(s) on duty at playtime for their name and incident to be recorded and to discuss their behaviour.
Stage 4 The child will be sent inside for 'time out' with a member of the pastoral team.
Stage 5 The child will be sent to a member of the SLT and a red slip will at this point be issued by the adults on duty. It must then be sent on to the pastoral team who will, if need be, contact the parents – here the child will have to give up 15 minutes of their next playtime or lunchtime.

During lunchtimes, only children with lunchtime passes will be allowed access inside the school. Children who are inside school without a pass are challenged and asked to go outside.

Anti-bullying lilac slips are issued if the anti-bullying ambassador feels that they need to be issued. This information will be passed on to the class teacher and/or the pastoral team to investigate further if need be. Red slips can be issued if the investigation warrants it.

13. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

Key members of staff have MAPA training (Management of Actual or Potential Aggression) and where necessary will be called upon to use reasonable force to prevent pupils from harming themselves and others. The school can provide children with safe spaces, a calm room and a pastoral room to help children to regulate their behaviour as safely as possible.

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:
1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

16. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

17. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

18. Physical restraint

A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether to physically intervene is down to the professional judgement of the member of staff concerned and must be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

19. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

20. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

Our staff (including midday supervisors) are provided with training on managing behaviour and positive behaviour management strategies on a half termly basis. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board every year to ensure it is meeting the need of the school. At each review, the policy will be adopted by the advisory board.

The Education Standards Committee will review the exemplar policy template every three years.

Appendix 1- Staged Behaviour system

Brilliant Braunstone Community Primary School Behaviour	PLATINUM: Children can earn 5 Dojo reward points for showing an exceptionally positive attitude towards their learning or their peers or the adults in and around the school. A child who has reached this section has displayed behaviour and attitudes that are above and beyond the expected levels. A child will be given 5 Dojo points and a certificate with a brief explanation of their behaviour which is to be given to the child to take home.
START HERE Expected behaviour	GREEN**: All children start on the green stage at the start of each of the 2 parts of the day AM/PM** At Braunstone Community Primary School, we expect all children to show: o 'Quality' sitting in classrooms, in assemblies and at lunch times. o 'Quality' listening when an adult or child is talking. o Their best effort when completing a task or activity. o Respect towards all adults and children. o 'Quality' walking around the school - calmly and quietly. o Follow instructions quickly and without fuss. o Good manners at all times.
Stage 1	YELLOW: A child will move their name to yellow after they have been given 1 verbal warning and reminded of acceptable behaviour **A child at this stage can still move back up to green and then to platinum if they display a positive change in attitude.**
Stage 2	ORANGE: A child will move their name to orange after they have been given 1 verbal warning plus a yellow. A child at this stage is moved to another seat in the class for 5 minutes so that they can reflect on their actions **they will** **also** have to give up 5 minutes of their Golden time as a restorative measure. If need be and where necessary, a child at this stage can be sent to the pastoral team for further intervention. **A child at this stage can still move back up to yellow, green and then to platinum if they display a positive change in attitude – however if a child is persistently moved to orange their behaviour will be closely monitored by the class teacher and the school's Pastoral team.**
Stage 3	RED: A child is moved to red if they have continued to display unacceptable behaviour despite being given opportunities to improve their behaviour through the previous coloured stages. The child will be issued with a red slip which details the reasons why the child has been moved to the red stage. The Pastoral team will take the child out of class with minimal disruption to the rest of the class. For the remainder of the lesson the child will stay with a member of the pastoral team who will inform the relevant phase leader. The parent(s)/carer(s) of the child will be informed by the school(pastoral team or class teacher) via a phone call. A child who is moved to red will stay on the red section for the remainder of that part of the day (AM or PM). They will also have to give up 15 minutes of their morning play or of their lunch time depending on the time of the incident – here they will complete a

	reflection sheet (see appendix 4) and issue an apology to the person that requires it. (waiting room) All red slips are recorded and monitored – if a child receives up to 6 red slips in any 2 week period and is at risk of a possible exclusion they will be put onto a behaviour plan which requires a meeting with the child's parent(s) carer(s) and the pastoral team (a member of the senior leadership team may also attend).

Automatic red	A child can also be automatically moved to red if they display any of the following:
	    ○ leaving the room without permission
	    ○ verbally abusive towards others, including using racist and/or homophobic language
	➢ bullying others -**this must be reported to the phase leader/SLT as soon as possible.**
	    ○ physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others
	    ○ deliberately damaging property
	In this instance a member of the pastoral team is to be sought who can then de-escalate the situation and contact a member of the SLT.

Appendix 2: Positive Behaviour Plan

Name:	Class:	Date:

Behaviours causing concern

Other Information

Triggers Include:	
Strategies that work:	**Strategies that do not work:**

TARGET:

Rewards:

Consequences:

Provision/Interventions:

Plan has been discussed with pupil

Parent: _____

Appendix 3: Positive Handling Plan MAPA

Positive Handling Plan - MAPA		
Pupil Name:	**DOB:**	
Date of Plan:	**Review Date of PHP:**	
What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?		
What does the behaviour look like?		
Stage 1: Anxiety behaviours	Stage 2: Defensive behaviours	Stage 3: Crisis behaviours
Key adults who may support:		

De-escalation skills	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out/time away/out of class			
Supportive touch			
Transfer adult (fresh face)			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Removing audience			
Others			

Praise points/potential strengths(Areas that can be developed further and built upon)
Any medical conditions to be taken into account before using Physical interventions?

Appendix 4: Braunstone Behaviour Plan System

Following Braunstone Community Primary School behaviour policy:
If a child gets 6 reds within any 2-week period, parents will be called in for a meeting to discuss behaviour.   In extreme cases, a child may benefit from having a behaviour plan put into place, prior to reaching 6 red slips in a two-week period. This is at the discretion of the Inclusion Champion/SENDCo.
The school can at any point be able to implement internal or external exclusions due to extreme behaviour.
If a child's behaviour needs additional resources to allow them to access mainstream education an 'Initial Strategy Meeting' will be called.

Stage 1:
- 4 week plan written specific to the child's needs:
- Adult involvement decided (behaviour mentor/pastoral/class teacher)
- Timetable needs agreed (e.g. managed lunchtimes)
- Specific targets will be agreed
- Rewards & consequences agreed
- Interventions/relevant support decided upon
- Report card to evidence targets being met (yellow)
- Date of review meeting set (4 weeks)

Review meeting:
Targets to be reviewed
If Stage 1 is deemed to be working - review targets and set another 2 week plan
If Stage 1 is deemed to not be working – Move to Stage 2

External advice sought e.g. SEMH team etc

Stage 2:
- 4 week plan written specific to the child's needs:
- New targets set
- Consideration of part-time timetable agreed
- Review timetable and identify triggers
- Adult support identified (time limited and dependant) e.g. meet and greet, lunchtime, PE, maths support
- Interventions agreed using information and assessment that the school implements
- Rewards & consequences agreed
- Report card to evidence targets being met (orange) – report to SLT

> - Date of review meeting set (4 weeks)
>
> - If targets at Stage 2 are not met internal exclusions will be put in place

Review meeting:
Targets to be reviewed
If Stage 2 is deemed to be working - go back to Stage 1 and set new targets
If Stage 2 is deemed to not be working – Move to Stage 3

External advice continued

Stage 3:

- 2 week plan written specific to the child's needs:

- Specific targets set e.g. not hurting others, no inappropriate language

- Tight timetable to be monitored regularly

- Review timetable and identify triggers

- Adult support reviewed and agreed from internal assessments and evidence

- A contract to be signed by parent and child

- Report card to evidence targets being met (red) – report to SLT

- Parents informed of progress daily (phone, face-face)

- Date of review meeting set (2 weeks)

- If targets at Stage 3 are not met fixed term exclusions can/ will be put in place

Review meeting:
Targets to be reviewed
If Stage 3 is deemed to be working - go back to Stage 2 for 2 weeks
If Stage 3 is deemed to not be working – continue with another 2 weeks at Stage 3 (risk of further exclusions)