

Positive Behaviour Management Policy



2018/19

**Braunstone Community
Primary School**



Rationale:

At Braunstone Community Primary School, we want every child 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 all of that as well as enabling the 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 and apply rules fairly and consistently. This policy supports the Braunstone Community family in aiming to allow everyone to work together in an effective and considerate way and in encouraging good behaviour in and around school.

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

Aims:

- 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 promote and maintain clear expectations of behaviour.
- To ensure consistency of approach across the school.
- To enable pupils to understand that actions have consequences both positive and negative.

Through the successful and consistent implementation of the policy all children and staff will:

Be able to teach and learn without any unnecessary disruption.

- Be safe
- Be treated with respect
- Be treated fairly

Purpose:

Our behaviour policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** children will be clear of what is expected of them where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's 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.



Our School Rules:

At Braunstone Community Primary School rules have been developed in conjunction with the staff and the children and they are the minimum expected requirement of behaviour at our school.



The Staged behaviour system:

At Braunstone Community Primary School, we follow a staged behaviour system. Each classroom will have a representation of the coloured stages on display with their name on it. This helps the children to see how well they are following the school rules/or how they can improve their behaviour further. It also allows staff to monitor the behaviour of classes and individual children:

For the effective and fair use of the behaviour system the school day is split in to 2 parts AM (before lunch) and PM (after lunch). If a child hits the orange or red section of the system they will miss part of their lunchtime if it has occurred in the AM and they will miss part or all of their playtime the following day if it occurs in the PM.

The staged system is to be adhered to and followed through during all learning times: lessons, assemblies and transition times between lessons i.e. moving from the hall to the classroom and during playtime and lunch time (see play and lunch stages).

If a child has 3 reds (each time a child is moved to the red they will receive a red slip see appendix 1) in a week, senior leaders will contact parents immediately to inform them that their child is at risk of exclusion. If the child continues to disrupt the learning of other pupils and they get 6 reds within any two-week period, they will immediately go on to an agreed behaviour plan and there will be the possible need to exclude them from school for one day.

However, 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, at the discretion of the Inclusion Champion/SENDCo.

After any exclusion, a child and his/her parents will be expected to attend a return to school meeting with a senior leader and/or a member of the pastoral team. The child will attend a daily break time meeting with a member of the pastoral team to ensure they are on track to make the right choices and avoid any further exclusions.



<p>Brilliant Braunstone Community Primary School Behaviour</p>	<p>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.</p> <p>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.</p>
<p>START HERE Expected behaviour</p>	<p>GREEN: All children start on the green stage at the start of each of the 2 parts of the day AM/PM</p> <p>At Braunstone Community Primary School, we expect all children to show:</p> <ul style="list-style-type: none"> ○ 'Quality' sitting in classrooms, in assemblies and at lunch times. ○ 'Quality' listening when an adult or child is talking. ○ Their best effort when completing a task or activity. ○ Respect towards all adults and children. ○ 'Quality' walking around the school - calmly and quietly. ○ Follow instructions quickly and without fuss. ○ Good manners at all times.
<p>Stage 1</p>	<p>YELLOW: A child will move their name to yellow after they have been given 1 verbal warning and reminded of acceptable behaviour</p> <p><u>A child at this stage can still move back up to green and then to platinum if they display a positive change in attitude.</u></p>
<p>Stage 2</p>	<p>ORANGE: A child will move their name to orange after they have been given 1 verbal warning plus a yellow.</p> <p>A child at this stage is moved to another seat in the class for 5 minutes so that they can reflect on their actions <u>they will also</u> have to give up 5 minutes of their Golden time as a restorative measure.</p> <p><u>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.</u></p>
<p>Stage 3</p>	<p>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.</p> <p>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 pastoral team via a phone call.</p> <p>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)</p> <p>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).</p>
<p>Automatic red</p>	<p>A child can also be automatically moved to red if they display any of the following:</p> <ul style="list-style-type: none"> ○ leaving the room without permission ○ verbally abusive towards others, including using racist and/or homophobic language ○ bullying others <u>-this must be reported to the phase leader/SLT as soon as possible.</u> ○ physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others ○ deliberately damaging property <p>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.</p>

*** Wherever a child maybe on the staged behaviour system when the next part of the day starts, they will automatically be reset to green. ***



Some of the behaviours that would directly go against the school's expected behaviours but not limited to (green):

- Calling out
- Bringing inappropriate equipment into school
- Lack of respect/attention to others and school property
- Wandering around unnecessarily during the lesson
- Interfering with others and/or work
- Telling tales about others
- Delaying being on task
- Coming into class inappropriately
- Reported swearing
- Taking things without permission
- Throwing/flicking items
- Shouting/singing inappropriately
- Deliberately annoying others
- Not finishing work
- Disrespect towards adults
- Answering back
- Leaving the classroom without permission
- Chatting inappropriately

Serious Incidents

A behaviour displayed by a child may be deemed to be a serious incident. This may include hurting another child or a member of staff or causing an incident in the classroom which leads to the rest of the children having to be evacuated. Other actions may be considered after discussion with the pastoral team or phase leader.

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 SLT.

If 3 serious incident forms are completed for an individual child, within a two week period, a meeting will be conducted with the Senco, 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.

Suggested good behaviour rewards: 😊

- Immediate verbal praise
- Smiles and visual encouragement
- Stickers
- Whole class rewards
- Special responsibilities given
- Parents and carers informed verbally
- Weekly celebration of achievement and attitude – where parents are invited
- Visit to the headteacher or other members of staff for recognition and praise
- Certificates
- Dojos
- Comments on work



Praising each other
Golden time (see appendix 5),
Negotiated extra playtime

Goldentime

The Goldentime reward is a whole school reward incentive where each class has to work as a team to gain 30 minutes of 'fun choosing' time. Individuals and class groups will be able to earn each letter of Goldentime throughout the course of the week. Once they attain all of the letters to spell the word 'GOLDENTIME' they will all receive the time. If they fail to get all the letters this means that they will miss the time for that week. This will help the children to feel part of a team and to feel that they are making positive contributions to the greater good of their class. Please see Appendix 5 for a detailed outline as to how it should be used in school.

Trips / Activities

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 outside 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 is the last resort.

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.

Lunch time/Playtime 😊

Possible Rewards

- Verbal praise
- Stickers
- Midday certificates
- Given special duties/privileges

Lunchtime and playtime 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. If there are children who are inside school and they do not have a pass they will be challenged and asked to go outside.



Examples of behaviour that would directly go against the school's expected behaviour at playtime/lunchtime:

- Running in and out of the school
- Playing in the toilets
- Going to the toilets without asking for direct permission.
- Dropping litter
- Disrespecting adults
- Deliberately seeking confrontation
- Minor aggression
- Intentionally hitting others on one occasion

Behaviour that requires direct referral to the pastoral team/SLT

- Fighting
- Persistently hitting others intentionally
- Biting
- Plus all of the behaviours displayed in the 'automatic red' section of the behaviour system.

Personalised approach:

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 3 and/or a Positive Handling Plan- see Appendix 2) 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 SENDco. 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.

Additional supportive structures to aid communication between the children and the adults in the school:

We want every child in the school to feel safe and confident about expressing how they feel in the way that best suits them. We have adopted the 'support box' system where if children feel that they have an issue that needs resolving – in a way that would not contravene the set and agreed school rules- but do not have the confidence to say it out openly they can write a note with their name, the adult they would like to talk to and the date on it. The box is checked at regular intervals by the teacher who can then support the child in the issue they feel needs resolving.

Further to this each class has 3 'talk time' cards that can be used by the children to tell the teacher or adult in the room that they wish to discuss an issue with them or another adult in the school. Here it is expected that children have another opportunity to deal with incidents in an amicable way that helps them to follow the school rules.

EYFS Rewards:

Dojos:

Children in the EYFS respond positively to Class dojo's. The dojo screen is up on both the interactive whiteboards and when instructed to the children put their dojo's on themselves. This particularly helps for name recognition, looking at initial sounds and recognising numerals. On extremely rare occasions, dojos can be taken off children as a consequence for persistent poor behaviour. This serves as an immediate action against behaviour which goes against our agreed school rules.

Star of the day:

A star of the day is chosen daily and is in addition to the pupil of the week assembly. They receive a certificate at the end of the day and is celebrated with the children at home time. The chosen child



wears a medal the following day and has a few privileges e.g. sits on the star of the day stall during carpet time, goes first in the line, puts the straws in the milk.

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.

Direct exclusion:

On very rare occasions there may be a need to directly exclude children from school. This means that the staged behaviour system would have to be bypassed. Violent or extremely abusive behaviour towards their peers, an adult or school property could result in a direct fixed term exclusion. A build-up of exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the Headteacher.





Red Slip

This sheet is to be completed only if a child has gone through the steps

Or

If a child has displayed behaviour which automatically triggers a red stage response.

Key information

Child's Name _____ Class _____ Date _____

Reporting Adult _____ Time of incident: _____

Place of incident _____ Lesson/Play/Lunch: _____

Other child(ren) involved _____

Warnings given/ details of the incident

(this is to be filled in by an adult).

General heading of behaviour: _____

Stage 1 (yellow)

Stage 2 (orange)

Stage 3 (red) or direct red slip

Actions to be taken/Consequence given:

- Loss of playtime or GoldenTime (5 mins orange)
- Loss of lunchtime (15 mins red)
- Withdrawal from whole class reward (please circle – fully-----or-----partially)
- Parents to come in to discuss use of behaviour plan.
- Matter passed on to Headteacher/SLT.



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?			



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. However, 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, at the discretion of the Inclusion Champion/SENDCo.

Braunstone Community Primary 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 main stream 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)



Summarised Behaviour Plan			
			
Name:	Class:	Date of Plan:	Review Date:
Background:			
Identified triggers include: •	Escalating behaviours can look like: •	Crisis behaviours can look like:	
Identified Motivators:	Interventions: •		
Key information:			
If ***** is escalating their <u>behaviour</u> please fetch a key adult:			

Time table – interventions and where addition support/activities will go.

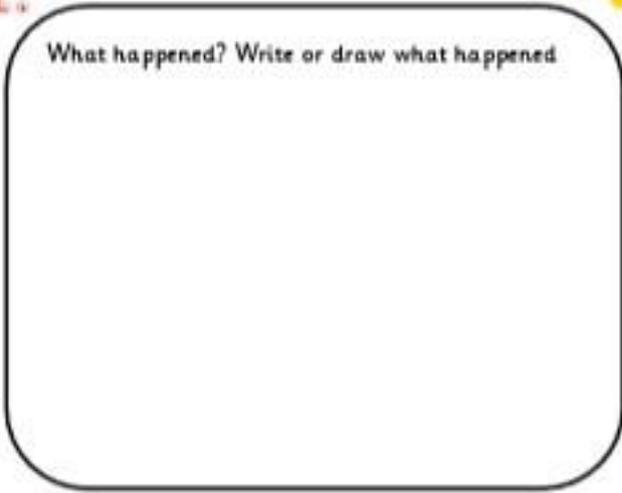
Monday		Break (Outside)			Lunch			
Tuesday								
Wednesday								
Thursday								
Friday								



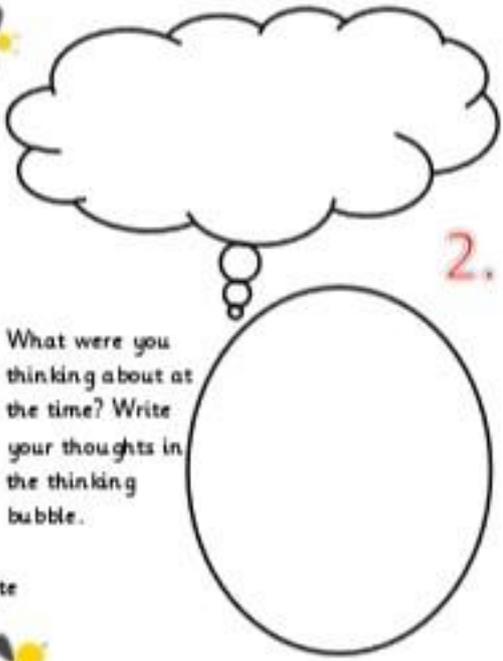
Name of child _____ Class _____ Date _____

Adult _____

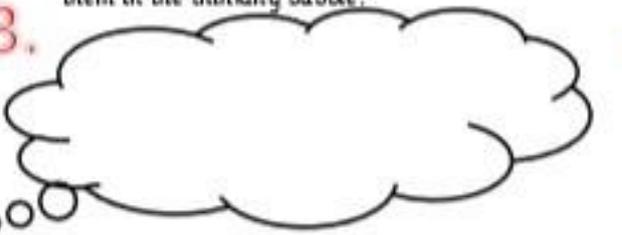
1. What happened? Write or draw what happened



2. What were you thinking about at the time? Write your thoughts in the thinking bubble.

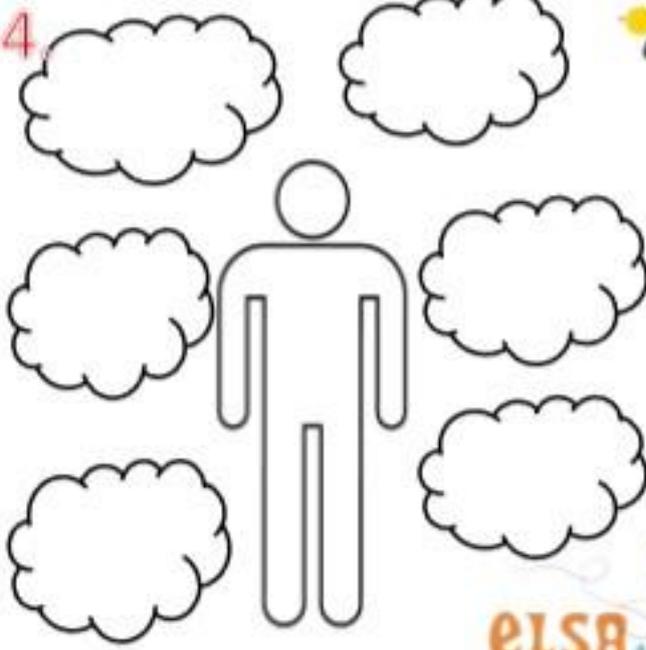


3. What have your thoughts been since the incident? Write them in the thinking bubble.

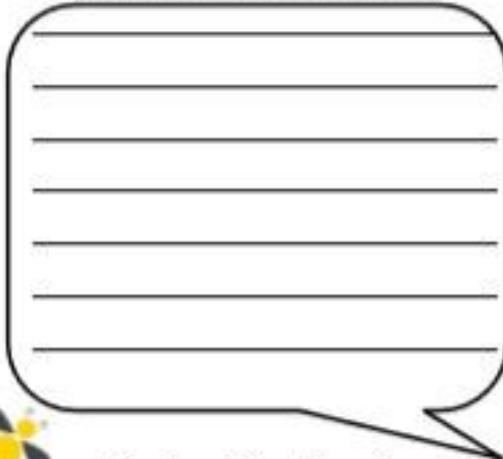


How did it make you feel? Draw your facial expression

4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do now to make things right? Write in the speech bubble.



Restorative Practice



Name of child _____ Class _____ Date _____
Adult _____

1. What happened?

2. How did you feel when it happened?





I felt like this because?

3. How do you feel about it now?





I feel like this because?

4. What I am going to do to make it better.

What I will do next time.



GOLDENTIME

Agree a target number of points to earn the positive consequence.	All classes should be earning 10 points to be given golden time – each point is indicated/illustrated, in every class, by a one letter of 'Golden Time' being placed on a display.
Agree what the positive consequence will be	The children agree to a selection of activities, coordinated by the Phase leaders and regularly swapped between classes within key stages to ensure that the activities remain 'fresh'.
Remind the class of the desired behaviours.	Children should realise that everyone has to show appropriate behaviour to earn the point. Children should be told of the types of behaviours that will earn them points, e.g. walking along the corridor quietly, getting changed quickly and quietly for PE, everyone in class participating. The reward can also be used to isolate one or two behaviours that you wish to improve, e.g. golden time points will be given this week every time we walk along the corridor quietly, line up without hesitation, quietly and without fuss.
Ensure that positive behaviour from children whose behaviour can be challenging is recognised and earns points for the class	Allow a child who has recognised behaviour and or special needs to earn a golden time letter on his/her own, e.g. if they can earn their required number of points during one day they get the letter for the class. This makes the child feel their behaviour is important to his/her peers, their peers respect and are positive about their behaviour
Do not deduct points	Once letters are earned they should never be taken down. E.g. if the class walk to assembly quietly and you give them a point, they then walk to playtime with loud voices and in a mass rather than a line, the previous letter earned should not be removed.
Run the system for a limited amount of time	The younger the children the more immediate they need the reward. In key stage 1 the longest they should go is 2 weeks without a golden time. In lower key stage two the longest they should go without golden time is 3 weeks and the longest in upper key stage 2 should be 4 weeks. If they perceive the target too hard to reach they will give up and it loses its impact.

