

GREAT BRADFORDS JUNIOR SCHOOL

Positive Behaviour Policy

Reviewed July 2020



"Together we learn; together we grow"

POSITIVE BEHAVIOUR POLICY

INTRODUCTION

The purpose of this policy is to give a clear code of conduct for all adults and children at Great Bradfords Junior School. A consistent and systematic approach to managing behaviour will provide security for children and enhance the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. In drawing up this policy reference has been made to the guidance for governors and headteachers by the Department of Education and to the reports by Charlie Taylor: 'Getting the simple things right: behaviour checklist.' and Keeping Pupils and Staff Safe by Essex County Council

This policy needs to be read in conjunction with the following school policies:

- Equality Policy
- Child Protection
- Health & Safety
- Attendance Policy
- Bullying Policy
- Special Educational Needs Policy

AIM and OBJECTIVES

To develop a simple and consistent approach for promoting positive behaviour throughout all areas of the school with a clear set of rewards and sanctions, which will:

- encourage a calm, purposeful and safe learning environment;
- foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued;
- encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment
- provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others;
- ensure that expectations of behaviour are clearly communicated to children;
- ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents;
- allow the effective management of incidents of bullying, and discrimination when they occur.

Good behaviour will be taught, recognised and modelled. Staff will always be explicit about the school's expectations of behaviour and will seek to build and maintain positive relationships with children, referring to the Code of Conduct: Be Kind, Be Safe and Be Responsible. Through assemblies, class discussions, Personal, Social and Health Education, and in appropriate subject contexts, the 3 rights will be explored, taught and discussed.

The basic principles of being kind, staying safe and taking responsibility apply to all our children, who will be treated equally regardless of their age, gender, ethnicity, EAL or special educational needs and disabilities.

RESPONSIBILITIES

If everyone has the above rights, then they also have responsibilities to ensure these rights are maintained:

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.
6. To move sensibly and quietly in and around school.
7. To share in celebrating the achievements of all members of the school community.
8. Dress appropriately according to the school uniform policy.

Responsibilities of Staff

1. To fully comply with the school's policies and procedures and ensure that other adults in the classroom do the same.
2. To inform the Headteacher of any concerns.
3. To treat all children fairly and with respect and speak to children and adults politely and respectfully.
4. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
5. To maintain high expectations of pupil behaviour and learning.
6. To create a safe, stimulating and pleasant environment for learning.
7. To use rules and sanctions clearly and consistently and listen to children's explanations regarding behaviour difficulties and explain their decision if a sanction is used.
8. To be a good role model for behaviour, manners and dress
9. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim. This will include keeping parents informed and updated on progress in improving behaviour.
10. To recognise each child as an individual and to take into account the needs of each child.

Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day, wearing the appropriate school uniform and with other necessary equipment.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of homework.

6. To encourage independence and self-discipline in their children.
7. To establish good communication with school staff and support the behaviour policy. This includes speaking to the child's class teacher if there is an issue, not other children or their parents.
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
9. To work with school staff, and any outside agencies as necessary, to address and review any behaviour issues with their children.
10. Attend as many school parent evenings as possible so staff can share successes as well as current improvement areas.

Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed Essex County Council procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedure.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a Governor to be responsible for liaising with the LA and /or professional bodies in the event of allegations of abuse being made against the head teacher.
7. To review their policies and procedures annually.

Code of Conduct

The school's code of conduct, which is prominently displayed throughout the school, underpins this policy:

Be safe:

- We enjoy and look after our environment;
- We know where to go for help if we feel uncomfortable;
- We know everyone respects our Code of Conduct;
- When we behave in a safe way, we know that others around us are safe.

Be kind:

- We smile and make everyone feel welcome;
- We care and look after each other;
- We are friendly towards everyone in our school community;
- We are all different, but equal.

Be responsible:

- We make good choices and wise decisions;
- We try our best in our learning;
- How we behave and what we do matters;
- We treat others as we wish to be treated.

REWARDS and CONSEQUENCES

In order to promote the child's self-esteem we will reward as much as possible, referring to the green behaviours.

We celebrate good learning, good behaviour, good attitudes and individual effort. We encourage children to always try their best, make the right choices and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour. The systems for rewarding good behaviour and sanctioning inappropriate behaviour are set out in the appendix to this policy.

The school uses the traffic light system for managing the behaviour of all pupils, where all pupils begin each session on green.

Green represents expected behaviours and it's: 'Good to be Green!'

Amber – if a pupil behaves in an inappropriate way, their name will be moved into this section

Red- this is when a pupil continues to behave in an inappropriate way or the behaviour escalates.

The main principle is that behaviour can be changed and the expectation is that the majority of children remain in the green. Pupils who have had their names moved to the amber traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.

Each teacher will decide with their class how the traffic light system will be displayed, but each classroom will have signs displaying examples of the behaviours below and the rewards and sanctions which will be used. Examples of green, amber and red behaviours are listed below. This is not an exhaustive list and some have been suggested by the pupils themselves.

Green Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having a reading book in school
- Handing in homework, and planner if appropriate, on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Ignoring the distractions of others
- Accepting learning challenges
- Being respectful
- Being polite, saying please and thank you

There will be rare occasions where children may be moved to the amber or red zone without a warning.

Straight to Amber Behaviours

- Saying unkind things
- Being rude and answering back
- Not looking after school equipment
- Snatching
- Doodling on your book
- Not sitting on your chair properly
- Not moving around school in a sensible or safe way

Straight to Red Behaviours

- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property
- Leaving the classroom without permission
- Refusing to follow instructions

If a child persistently behaves in an unacceptable manner, the class teacher will be supported by the leadership team and other staff as set out in the Appendix. The level of support will be appropriate to the need of the class and the child.

Reflection

When a child is moved to the 'red' zone in the morning, they attend Reflection at 12:00p.m. before eating their lunch for 20 minutes that day. However, if the child is moved to the 'red' zone in the afternoon, they attend Reflection the following day. If a child is absent, they will attend the next Reflection session the next day that they attend school.

During the 20 minutes in Reflection, every child will complete a 'Reflection' Sheet – **see appendix**. This will stuck into the child's homework book so each parent / carer can discuss this at home. We expect parents or carers to sign to the Reflection Sheet to acknowledge they have viewed it.

If a child attends reflection three times, within a term, the teacher may follow this up with a telephone call to discuss solutions and a way forward.

Reflect, repair and restore

There is strong evidence that restorative processes where reflections and learning take place are successful in supporting wellbeing and long-term behaviour change. During any incident the child's behaviour may be influenced by a strong feeling of anger, frustration or disappointment.

It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently.

The purpose of Reflection or any 'Reflect, repair and restore' conversations is to revisit the experience when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation is calm, may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking or feeling at the time
3. Explore who has been affected and how
4. Explore how relationships or the situation can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative justice questions within the discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything is going to be alright, what would happen next?
- How can you help to fix things?
- How can change what we do next time something happens?

As always many factors have a part to play including:

- ensuring that inappropriate behaviour is not arising from unsuitable level of work
- good classroom organisation and structures help support children who have difficulty managing their own work time
- clearly defined guidelines and boundaries

- high expectations
- quick response to **both acceptable** and unacceptable behaviour

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ from our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

More Formal Negotiated Targets and Rewards

Where a pupil displays consistent or extreme inappropriate behaviour, the following may be used to support the child to change their behaviour. These will include parents/carers.

- **Individual Behaviour Plan (IBP).** This will involve the SENDCO or member of senior leadership team, parents, classroom teacher and Learning Support Assistant where appropriate. Having clearly identified behavioural needs, a written contract between school and home will focus on specific target and expected outcomes.
- **Involvement of Outside Agencies.** This will involve school staff and parents.
- **Pastoral Support Plan (PSP)** for children with an Education and Health Care Plan. This involves fortnightly meetings with parents and staff to review carefully selected targets and works well to monitor children with a behaviour, emotional or social difficulty.

Exceptional circumstances and extremely challenging behaviour, including persistently inappropriate behaviour - See Appendix D for Support Flow Chart

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior leadership team and outside agencies will work together, with parents, to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed, and any paper work up to date and recorded appropriately, of the strategies adopted so that consistency in response is assured.

The following strategies will be followed:

- Initial telephone call between teacher and parents / carers to communicate and address concerns
- Meeting of all involved, including parents / carers, to draw up a Behaviour Plan. This to be reviewed regularly.
- Designation of a member of the senior leadership team to be the first point of contact in exceptional circumstances.
- SEN staff and class teacher to plan appropriate work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education and Health Care Plan in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.

- Internal Exclusion

Keeping records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved. These will include: Lunchtime Behaviour Log, Parents Log, letters to parents, records card, Daily Logs.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Members of the Leadership Team are available to help in a crisis.

If a child leaves the school premises without permission, the Head teacher or Deputy Headteacher is informed. Staff should not “chase” children. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- sending a child for help from other staff using the class red card;
- issuing instructions for the child to stop, clearly using their name;
- if necessary taking the class out of the room leaving the child with an adult if possible;
- reassuring the class afterwards.

Fixed Term and permanent Exclusion

This may only be authorised by the Headteacher or Deputy Headteacher (in the headteacher’s absence). The guidance as set out by the Department for Education will be followed when determining whether and for how long a pupil will be excluded. This guidance can be found at <https://www.gov.uk/government/publications/school-exclusion>

MONITORING

To ensure that the Behaviour Policy is effective and being followed by all members of the school community, monitoring will be undertaken by school leaders and governors through a variety of activities, including:

Governors:

- Link governors meeting regularly with Pupil Focus Group;
- Link SEN governor meeting with SENCO and analysis of provision in EHCP or One Plan;
- All governors when visiting the school to monitor and report their views on pupils’ behaviour and conduct around the school.
- reports from Headteacher to formal meetings.

Heads of Year:

- Monitor frequency and inclusion of pupils receiving awards and certificates;

- Responsibility posts, including Class Monitors, Year 6 monitors (lunch registers, serving at the salad bar, play monitors and register monitors, etc)
- Monitor that “Wellbeing Tracker” is accurate and updated frequently, and checks are made by class teacher with reference to pupils’ social, emotional development and friendships.

Headteacher/Senior Leadership Team:

- Results from pupil consultation via the School Council
- Results from pupils’ anti-bullying questionnaire;
- “Climate walks” inside and outside school;
- Regular ‘Senior Leaders’ meetings
- Lesson observation feedback notes, including specific reference to “Attitudes/ Behaviour”.

Pastoral Support Leader:

- Monitoring referrals of individual pupils from class teachers or parents.

Feedback from parents:

- Questionnaires;
- Coffee mornings;
- “Drop ins”;
- Individual contact.

Ratified by the Teaching and Learning Committee: 1st October 2019

In the light of any feedback, this policy will be amended and reviewed by September 2020

Appendix A – Reward/Consequence Table

Address the behaviour not the personality. Fight fire with water not fire!

<u>Rewards</u>	<u>Consequences</u> <i>All to be delivered in a quiet but firm manner to avoid escalation of behaviour, public humiliation and to encourage the choice to change behaviour.</i>
1) Table/Class/House Points for: Green behaviours (see list of indicators) Once earned these points cannot be removed.	1) Warning – verbal or non-verbal – giving the child a chance to correct their behaviour and remind them of the expectations.
2) House points for: Effort and achievement Examples of excellent attitude, resilience etc. Examples of positive behaviour	2) Move to “amber” learning zone and at same time explain the reason for the move and how the child can redeem themselves – chance and choice.
3) House team with most HPs: Total house points for each team read out in celebration assembly each week	3) Move to “red” learning zone resulting in time out in a another classroom for a period of reflection or with their work, with the explanation for the decision and what the child needs to do to move back to “green”. Followed by Reflection for up to 20 minutes at lunchtime with Head of Year on duty.
4) School house team with most HPs: each term has a cup presented in assembly and is rewarded with a non-uniform day.	4) Further escalation or repetition results in being escorted to member of the SLT (HT, DH or HOY)
<p><u>Playground rewards:</u></p> <ul style="list-style-type: none"> • Each Lunch time supervisor to can give out house pints for: being kind, staying safe and showing responsibility. • Star of the playground awarded half termly to a member of each year group and displayed in the corridors 	<p><u>Playground sanctions:</u></p> <ol style="list-style-type: none"> 1) Warning for low level issues then 2) Amber warning – 5 minutes in designated area for time out or under adult supervision in the playground. 3) Red warning – Lunchtime Reflection the next day. 4) Lunchtime Reflection (for a negotiated period of time) will be used for children who are at a significant risk of harming themselves or others on the playground. In these cases the children will eat lunch and then spend the time with a member of staff. A structured return will be negotiated to enable them to return to the playground.
<p><u>Other rewards:</u></p> <ul style="list-style-type: none"> • Golden envelopes for sustained ‘Green’ behaviour and consistently meeting the school code of conduct • HT certificate for sustained improvement in or attitude to work • Year group rewards assembly – children receive certificates for times tables and reading etc. 	<p><u>Extreme situations:</u></p> <p>As set out in the behaviour policy and statutory guidance will result in exclusion.</p> <p>Other extreme behaviours such as swearing and/or violence result in immediate move to step 4 (escorting to SLT).</p> <p>For other sanctions, please refer to main body of the policy.</p>

Appendix B

Statement on the use of Physical Interventions

This policy should be read in conjunction with the Positive Behaviour Policy, the Code of Conduct and the Child Protection Policy with the accompanying SET procedures



There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
- ❑ to gently direct a pupil;
- ❑ for curricular reasons (for example in PE, Drama etc);
- ❑ in an emergency to avert danger to the pupil or pupils;

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- ❑ the pupil's age and level of understanding;
- ❑ the pupil's individual characteristics and history;
- ❑ the location where the contact takes place (it should not take place in private without others present).

Within Great Bradfords Junior School this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort, reward or guidance.

How Do We Use Touch?

Hugging

At Great Bradfords Junior School, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.

Hugging can be used either standing or seated.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Physical Intervention

It is extremely important that all stakeholders understand all relevant guidance to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Should the need arise for physical intervention to be used in situations where extreme and challenging behaviours are being demonstrated by a pupil, this will be undertaken by those members of staff who have been specifically trained to carry out such intervention and who will have usually been called to assist: the Headteacher, Deputy Headteacher, SENCo and SEN Manager. This training has been delivered by an accredited trainer using the Essex Steps approach.

NAME: _____ DATE: _____ HOY/DHT _____
CLASS _____

Be Safe; Be Kind; Be Responsible

Green Behaviours:

- Giving '5' when asked the first time
- Listening to what others say
- Sharing and speaking kindly to others
- Staying seated
- Using Superhero qualities
- Staying quiet when others speak
- Raising your hand to speak
- Being responsible by organising myself and my belongings
- Handing in homework on time
- Looking after school equipment
- Keeping the classroom tidy
- Being polite and respectful
- Ignoring the distractions of others
- Accepting learning challenges
- Use kind hands and feet

Yesterday/today I....

FIX IT! What can you do to make things right again?

Next time I will...

Child sign _____ Parent sign _____

Appendix D – Crisis Behaviour Support

Crisis Behaviour Support

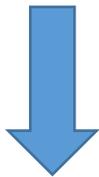
Class teacher manages behaviour in their class using the positive behavior policy. All crisis situations require witness statements and must be completed on the day.

If, after a Red is given the child's behaviour continues to escalate, call for:



Head of Year (or another HoY if teacher is HoY)

If behaviour continues to escalate, HoY calls for:



Beverley Simmons (Deputy Headteacher)



Lauren Whyte (SENDCo) if child has SEND
(Mon –Wed) Yellow slip completed to record incident

If situation continues to escalate, call for:



Justin Wrench (Headteacher)

What to do after 3 consecutive Reflections – in a short period of time:

- Call parents. Ask for them to support at home by speaking to their child about their unacceptable behavior
- If there is no change, call parents again for a face to face meeting or virtual meeting informing them of behavior monitoring support / report.
- Discuss strategies for how the school can support the child i.e. Pastoral, Social Stories, Lunchtime Support, friendship groups etc.

Appendix E Behaviour policy – Returning to school, June 2020 (COVID-19)

Expectations of Parents/Carers

- No Parent/Carer, Year 4, 5 and 6, to enter school site to bring child(ren) to school
- Only one Parent/Carer to enter site when collecting children at the end of the day
- Pre-school children to stay with Parent/Carer at all times (e.g. buggy, holding hands, reins)
- Ensure social distance from other adults whilst waiting for gates to open – as per government guidance (please do not arrive too early to avoid congregation)
- Parents/Carers not to enter school building
- Collect your child As Soon As Possible (ASAP) if called regarding illness/symptoms
- Stick to allocated drop off/pick up times – if allotted time missed, please do not bring your child into main reception until 9:05
- Parents/Carers to collect child if not adhering to NO TOUCHING rules (reminders given prior to this)

Expectations of Children

- Normal behaviour Code of Conduct/rewards/consequences apply – ‘Be Kind, Be Safe, Be Responsible’
- Children should stay at a social distance as much as possible (adults in school to remind children when necessary)
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...)
- Children not sticking to the NO TOUCHING rules will be reminded and parents informed to support with reinforcement
- Children to line up at a social distance in school when asked
- Children to enter the building separately and patiently
- Children to wash hands when entering the building and at regular intervals throughout the day
- Any coughing/spitting on another pupil will result in being sent home
- Children to follow any signs and special routes in place (e.g. one-way system)
- Only use your own water bottle and bring your own pencil case
- Avoid touching your mouth, nose and eyes and follow the ‘catch it, bin it, kill it’ advice