

Bewick Bridge Community Primary School

Positive Behaviour Policy



Approved by: Governing Board

Date: 19th September 2024

Last reviewed on: September 2024

Next review due by: September 2025

Policy Statement

Our school is a place for learning and meeting challenges with growing confidence and success, within a happy school community. We endeavour to develop and extend each child's knowledge, skills, understanding and experiences and believe that learning happens most effectively in an environment in which children feel safe, comfortable and able to take the risks involved in learning new things. This can only be achieved in a well ordered, disciplined environment where children are able to empathise and work effectively with others.

The staff are committed to providing a stable, happy and caring atmosphere where children are encouraged to meet high expectations and are praised for their efforts and achievements. In keeping with our school ethos, we recognise our role in encouraging good standards of behaviour to facilitate this.

This policy enables everyone to understand how we do that, by defining expectations and how these are reinforced.

Aims

- to promote pro-social behaviour that cultivates and supports a positive learning culture in which children can succeed and excel
- to promote the personal, social, moral and emotional development of each child

Objectives

- to encourage self-discipline and positive learning behaviours in all children
- to cultivate their respect for the needs and rights of themselves and others within the context of a safe working environment for children and staff
- to foster accountability and responsibility
- to facilitate reflection and self-awareness as part of being good decision-makers
- to develop empathy and respect for a range of people and environments, locally and globally
- to contribute towards the development of the school's values: BEWICK (Belief, Endurance, Willingness, Inspiration, Cooperation and Kindness)

Expectations

- all children will behave well, in a way that supports their own learning and others
- children will be aware of what is expected of them
- challenges will be dealt with consistently and needs will be supported empathically
- all staff will be good role models and will encourage responsible behaviour from all children at all times
- strategies for promoting pro-social behaviour and for dealing with anti-social behaviour will be consistent throughout the school

Pro-social behaviour we expect:	Anti-social behaviour includes:
<ul style="list-style-type: none"> - Kindness and generosity - Respect for other people, their views and their work - A sense of right and wrong - Self-respect - Respect for the environment - Working cooperatively - Honesty and trust - Fairness - Self-discipline - Politeness and good manners - A positive attitude to learning - Commitment - Attentiveness - Care for their property and that of others - Active, self-regulated learning 	<ul style="list-style-type: none"> - Being unkind - Hurting someone's feelings - Violence and aggression - Threatening behaviour - Bullying (including 'cyber-bullying') - Dishonesty - Deliberate refusal to cooperate - Discrimination - Prejudicial behaviour - Using unacceptable language - Deliberately damaging the school's and other's property - Disrupting teaching and learning - 'Opting out' of the learning process

Our Agreed Approach

- the school has two clear rules (Be Safe and Be Respectful)
- to support children in meeting these expectations, we will teach and explain what behaviour that facilitates learning looks like at Bewick Bridge through positive classroom management and communication
- the strategies to promote pro-social and anti-social behaviour will be clearly explained and consistently implemented
- pro-social behaviour will be recognised and celebrated
- appropriate strategies will be put in place to support the transition of anti-social behaviour to pro-social behaviour

School Rules

Fair, clear, positive and enforceable rules, owned by discussion and clarification regularly, are in place. These are:

1. Be safe
2. Be respectful

Positive Classroom Management

Classroom management is central to achieving the high levels of positive learning attitudes and pro-social behaviour that contributes to effective learning. Classroom management skills include:

- planning and preparation to ensure that all children are suitably engaged, challenged and supported;
- organising children and learning in ways that will minimise disruption and maximise learning and development
- anticipating rather than reacting to challenges
- supporting appropriately with situations and needs before they escalate

Staff at the school employ a range of positive behaviour and communication strategies that are regularly reviewed and developed as part of the school's professional learning programme.

Celebrating Pro-social Behaviour

We believe that making good choices brings its own rewards and encourages children to foster this attitude. Adults in the school will notice and praise pro-social behaviour everywhere in the school and children are encouraged to do the same. In addition to smiles and verbal praise, children may also receive the following rewards in recognition of particularly or consistently high standards of behaviour.

Reward	Awarded For	Leads to
Individuals		
House Points (Reception - Year 6)	Consistently meeting or exceeding expectations Behaviour or work that demonstrates excellent effort Specific demonstrations of the school's values	House points which go towards pupils' house totals.
Star of the Week (Reception - Year 6)	A single pupil's performance in an identified area, linked to Bewick Bridge values	Receipt of certificate in Friday Assembly, two per year group. A leaf per child is added to the Celebration Tree

Headteacher's Award (half termly) (Reception - Year 6)	Outstanding work across the curriculum	Receipt of certificate from the Headteacher in assembly, work will be displayed
Presentation Pioneer (Reception - Year 6)	Outstanding presentation/ progress in presentation	Receipt of certificate in celebration weekly (one per class)
Houses		
House trophy (Reception - Year 6)	Having the most house points each year	The winning house has the trophy with their colour ribbons

House Points

If a pupil is awarded 10 house points, they will receive a token which will be their house colour. They will then be able to add this to the house display before break, before lunch or before home time. Pupils will also have a house point square signed in their personal house point chart by the adult who awarded the house point.

Dealing with Anti-social Behaviour

If someone is choosing not to follow the school rules at any point during a lesson or around the school, staff follow a clear procedure, based on providing choices and reminders while supporting the rest of the class learning:

1. Universal support:

Ignore 'low level' anti-social behaviour while providing verbal prompts of the behaviour that is expected at this moment, praising examples of pro-social behaviour nearby, or follow strategies set out in a pupil's individual behaviour plan. It is important to consider the needs of each individual pupil when deciding appropriate strategies. This may include Special Educational Needs and Disability (SEND) and Social Emotional Mental Health needs (SEMH).
2. Reminders:
 - a. If the pupil continues to display anti-social behaviour, they should be given a reminder to follow the school rules and an explanation why this is expected of them (for example, remember to... so that you are safe/being respectful).
 - b. At this point, it may be suitable to try alternative strategies which were not used during Step 1. If the pupil continues to find it difficult to make good choices, after alternative strategies have been applied, the child will be reminded for a second time.

3. Talk for Change

- a. After the pupil has been reminded twice (see steps 1 and 2), they will Talk for Change with their class teacher. This is a period of 10 minutes. Parents/carers will be notified. This supportive strategy can be at break or lunchtime as appropriate. During Talk for Change, we will follow a therapeutic approach to encourage discussion about the challenge and support the pupil's needs. Pupils will select an activity to complete from the therapeutic toolkit e.g. mindful colouring, puzzles, games etc. while engaging in a restorative dialogue. Talk for Change will be recorded on the Behaviour Log and on My Concern so behaviour challenges can be analysed.
- b. The second Talk for Change will be with the Nurture Lead following the same therapeutic approach and parents/ carers will be notified.
- c. The third Talk for Change will be with the Headteacher as Step 2b. Parents/carers will be notified as per previous steps.

In the event of a continuation of the same anti-social behaviour after the Talk for Change has been reached, a member of the Leadership Team (LT) could be sent for.

Talk For Change discussions are logged on My Concern and the Behaviour Log, Senior leaders will analyse My Concern and the house points awarded for trends and patterns regularly.

The Behaviour Log and records are reset half-termly so that pupils have a fresh start each half-term with opportunities to develop and display pro-social behaviour. If a pupil receives three Talk for Changes in a half term, the Senior Leadership Team (SLT) will discuss if it is appropriate for the pupil to have an individual behaviour plan for a set period of time.

In the case of serious challenges, pupils will Talk for Change immediately.

Serious incidents include:

- theft
- wilful damage to property
- verbally or physically threatening behaviour, including swearing directed towards an adult or another pupil - in these circumstances, the following procedure should be followed:
 - safe - make sure pupils are safe from harm from themselves or others
 - calm - provide time and space for pupils to become calm before investigating further
 - investigate - take an account from all pupils involved (using the questioning technique *what happened; what happened next; what happened after that? etc* and repeating accounts back)
 - decide - accounts presented to LT for decision.

Suspensions and Exclusions

When dealing with serious incidents, the following may occur, decided at the discretion of the LT in light of the circumstances:

- A period of time spent working outside of their normal classroom with parents/carers notified.
- If the serious incident persists, the LT may proceed with implementing an internal suspension. Parents/carers will be notified.

In addition, when pupils have received an internal suspension on more than one occasion, parents/carers will be invited to meet with the LT to discuss appropriate next steps.

For those pupils who are demonstrating persistently challenging behaviour that is negatively impacting their own or other's learning:

- a member of the LT will observe the pupil in class.
- Cambridgeshire Therapeutic Thinking (CTT) behaviour plan will be followed. 'Roots and Fruits' document will be completed by the class teacher and SENDCo. Anxiety mapping may be used.
- An individual risk reduction plan will be completed and shared with staff and parents/carers.
- A Individual Behaviour Plan will be drawn up with the pupil, the parents/carers and the teacher.

For pupils with specifically identified needs, the teacher should follow the identified approaches suitable for that pupil as identified in their risk reduction plans or individual behaviour plan, alongside or in place of the approach outlined above. These approaches should be known by any staff working with that pupil.

In the incidence of children leaving the school premises without permission, staff should inform the Headteacher and follow calmly at a distance. If the child does not return to the school site or cannot be located **within 10 minutes**, their parents/carers and the police will be called.

If there is no improvement after any of the measures outlined above, external suspension may be necessary (see below).

Only the Headteacher (or the acting Headteacher) has the power to externally suspend or permanently exclude a pupil from school.

A pupil may be:

- Suspended internally (for up to 5 days in total), during which time they have no contact with their own class or classmates and no access to the playground, extra-curricular or enrichment activities;
- Suspended externally for a fixed period or periods of up to 45 days in any school year;
- Excluded permanently.

Fixed period suspensions should normally be for short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the Local Authority (LA).

A decision to suspend or exclude a pupil is taken only:

- in response to serious breaches of the school's behaviour policy;
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil, or of another in the school.

In most cases, a range of alternative strategies will be tried before suspending or excluding a pupil. However, a permanent exclusion can be given for a first offence, for example involving violence or for repeated incidences of unacceptable behaviour, but only when the Headteacher has had further opportunity to consider the case in question.

Headteachers are not legally bound to consult the parent/carer before suspending or excluding a pupil, but the parents/carers and pupil should be warned in advance if suspension or exclusion becomes a likely prospect.

The decision to suspend or exclude is dependent on individual circumstances.

Once a pupil is suspended or excluded, the Headteacher must notify the parents/carers immediately, ideally by telephone.

This should be followed up at once by a letter, setting out:

- the suspension period and the date and time when the pupil should return (for fixed period suspensions);
- for permanent exclusions, the date from when the exclusion is effective;
- the reasons for the suspension or exclusion and the circumstances, including steps taken to avoid it;
- for permanent exclusions, any relevant previous warning or disciplinary measures;
- arrangements for setting and marking work;
- the parent's right to make representations to the discipline committee, with details of how to make such representations;
- the parent's right of access to the child's school record.

Headteachers must also inform the governing board and the LA immediately of:

- all permanent exclusions;

- suspensions that will mean a pupil misses more than five school days in a term, or misses the chance to take any public examination.

The Headteacher may be required to give evidence to the discipline committee, which reviews suspensions and exclusions, and in the case of permanent exclusions, to an independent appeal panel.

Dealing with Anti-Social Behaviour in Early Years

In the Early Years, the Talk for Change steps are not an appropriate procedure for behaviour due to the time frame and structure of the Early Years provision. Children at this age are learning to manage themselves and regulate their emotions in order to develop pro-social behaviour. Therefore, they should not be managed in the same way as the rest of the school.

Reception

In Reception, they will receive three reminders before a 1 minute 'Thinking Time' for not following the school rules. They will instantly receive a 'Thinking Time' for any intentionally physical hurting.

Parents/carers will be informed when a child has received three 'Thinking Times' within a week for the same reason unless it is where they have physically hurt someone intentionally. If a child receives a 'Thinking Time' for intentionally physically hurting someone, parents/carers will be informed on the same day even if this is the first incident.

All 'Thinking Time' will be logged onto the Early Years behaviour log so patterns and trends can be reviewed at the end of each week by the Early Years team.

Little Cherries Preschool

In Preschool, 'Thinking Time' is when children have to be taken away from a situation and spoken to about their behaviour.

Parents/carers will be informed when a child has received three 'Thinking Times' within a week for the same reason. If a child receives a 'Thinking Time' for intentionally physically hurting someone during their session, parents/carers will be informed on the same day.

If anti-social behaviour continues and it is deemed more than the usual learning behaviours of EYFS, the child's behaviour will then be logged using an ABC form. This will allow the EYFS team to monitor and identify any triggers or need for further support. The parent will be informed of this change by the class teacher. After six weeks of using the ABC forms with no progress, an individual behaviour plan may be put in place with the support of the SENDCo.

Playtimes and Lunchtimes

Expectations for behaviour are the same during playtimes and lunchtimes. Staff will follow the same procedure as above to promote pro-social behaviour and supporting anti-social behaviour.

Outside, we will:

- Be Safe
- Be Respectful

During break times and lunch times, a support staff member from each year group is on duty. Support staff members will be responsible for implementing steps 1-3 listed previously. If support staff members believe a Talk for Change is needed as a result of behaviours during break and lunch time, they will then inform the class teacher.

In the event of a continuation of the same anti-social behaviour after the Talk for Change has been reached, a member of the LT could be sent for.

Roles and Responsibilities and Monitoring

All staff are responsible for ensuring a safe, productive and happy learning environment through the implementation of our behaviour policy. All staff are responsible for updating the Behaviour Log on the shared drive and MyConcern.

The class teacher is responsible for:

- knowing and understanding this policy
- implementing the school's approach to classroom management as advised in this policy and through ongoing training and development provided
- following procedures for rewarding pro-social behaviour and dealing with anti-social behaviour consistently and fairly, as outlined in this policy
- seeking advice and support for effectively implementing these approaches as required and for any particularly anti-social behaviour
- keeping parents/carers informed
- recording incidents of anti-social behaviour using the school's recording systems

The Teaching Assistant, in collaboration with the class teacher, is responsible for:

- knowing and understanding this policy
- implementing the school's approach to classroom management as advised in this policy and through ongoing training and development

- following procedures for rewarding pro-social behaviour and dealing with anti-social behaviour consistently and fairly, as outlined in this policy
- seeking advice and support for effectively implementing these approaches as required and for any particularly challenging behaviour
- working under the supervision of the class teacher to support and promote pro-social behaviour and manage anti-social behaviour

The Play and Lunchtime Supervisors are responsible for:

- ensuring the playground and dining hall environments are maintained in a way that supports positive behaviour management, including the organisation of resources and clearly visible rules and expectations
- dealing with challenges that arise on the playground or in the lunch hall according to the positive behaviour policy and ongoing training and development provided
- recording incidents of anti-social behaviour using the school's recording systems
- keeping teachers informed

The Leadership Team are responsible for:

- monitoring provision and implementation of the policy
- looking for patterns and responding appropriately
- providing training and development as necessary
- providing the necessary structures, systems and resources to support this policy
- evaluating and monitoring the effectiveness of this policy

Appendix 1: Our Talk for Change discussion prompt

- Tell me what happened.
- Tell me why you think you took this action.
- Is there something I can help you with?
- Tell me how you were feeling before this happened.
- Tell me what you think the other person/people may be feeling. Tell me how we could change this.
- Tell me what you need to remember next time.
- Tell me how you feel now.