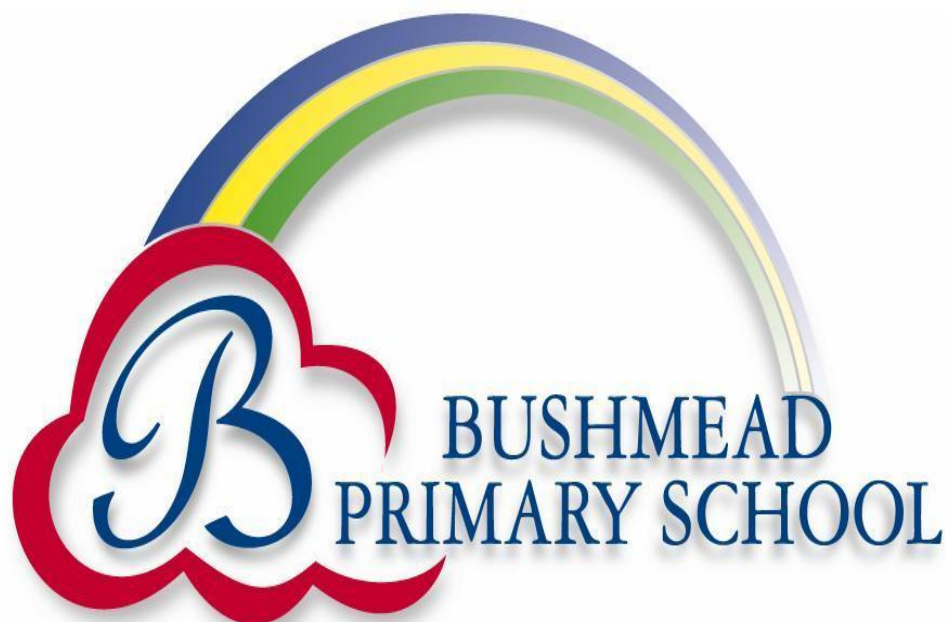


POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR POLICY



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| Written by | Kieron Leech | Date Autumn 2022 |
| Approved by Headteacher/Governors | Full Governing Body | Date 28.11.2022 2020 |
| Date for Review | SUMMER TERM 2024 | |
| This policy reflects the General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. | | |

Purpose and Rationale

Positive behaviour is an essential condition for effective teaching and learning to take place. At Bushmead Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Positive behaviours must be carefully developed, supported and modelled by all members of staff. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting positive behaviour, arise from emphasising potential, developing children's self-esteem, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school and through well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline resulting in excellent behaviour.

Consistency is what we aim to achieve, meaning that all children are treated fairly and consistently. All members of staff are expected to follow and implement this policy and it is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that all adults and children in school are:

- ✓ Careful, kind and helpful to each other
- ✓ Polite, friendly and respectful
- ✓ Focused and hardworking
- ✓ Proud of their school, of the community in which they live and aware that they have an active part to play in both.

Here at Bushmead Primary School, we expect a high standard of behaviour at all times whether in classrooms, the dining hall, the playground, after school clubs, on organised out of school visits or activities, and when walking to and from school.

Our aims for positive behaviour are:

- ✓ To ensure a consistent approach towards behaviour management is implemented by all members of staff
- ✓ To help our children develop into caring and thoughtful pupils who respect and value the feelings, opinions, beliefs, property and differences of others
- ✓ To develop our children's self-discipline, self-esteem and co-operation skills
- ✓ For all pupils to contribute positively to school life in a caring, honest and safe environment
- ✓ To work alongside parents to develop our children's personal relationships, academic achievement and social skills.

Our objectives

At Bushmead Primary School we support positive behaviour and a positive environment through:

- ✓ A whole school approach which follows the school rules and an agreed behaviour process (see appendix 4 2) with children rewarded positively with house points
- ✓ Offering a broad and balanced curriculum that offers stimulating and positive learning experiences
- ✓ Encouraging everyone to take care of and have respect for their own and each other's belongings as well as the overall school environment
- ✓ Valuing the House Competitions and encouraging children to work as a team
- ✓ Encouraging children to see themselves as a member of the school community, as part of a house group and recognising their individual responsibilities
- ✓ The provision of extra-curricular activities both before, during and after school (including house events and Playground Pals)
- ✓ Monthly school values which highlight the key attributes that we look for in our pupils

Procedures

As adults in school, we have an essential part to play in the lives of the children at Bushmead Primary School as role models. We do this through:

- ✓ Demonstrating and modelling the good behaviours and manners that we expect to see
- ✓ Feeding back, providing positive praise and awarding house points or, for the youngest children in school, stickers when pupils behave well
- ✓ Showing respect to every child and making them feel valued considering the inclusive nature of Bushmead Primary School
- ✓ Not accepting bullying in any way shape or form
- ✓ Responding to negative behaviour in a calm, consistent and positive way
- ✓ Understanding the professional relationships that are needed between adults and pupils, and our duty to act upon aggressive and negative behaviour
- ✓ Seeing each day as a fresh start (not focusing on the previous day's behaviour)
- ✓ Seeking out and taking part in CPD sessions with a specific behaviour focus and implementing this into daily school life to keep our children safe
- ✓ All staff having the Safeguarding of children at the forefront of their minds.

Our school rules

Our school rules are based on the principles of:

- **Respect for myself**
 - **Respect for others**
 - **Respect for property.**
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- Always treat everyone with kindness and respect
 - Always be honest
 - Always take responsibility for your own actions
 - Always be careful with school property and the property of others
 - Always keep the school buildings and environment clean and tidy.

Alongside these school rules, some classes may create their own set of class rules and the children are involved in the creation of these, making them more personalised to the needs of the class.

To encourage positive behaviour we:

- ✓ Use positive verbal praise and comments (focusing on the good behaviour that we see)
- ✓ Give children roles of responsibility eg. Classroom jobs, school council, playground pals, etc.
- ✓ Use Golden Time in Key Stage 1
- ✓ Recognise the values that children demonstrate through Values based assemblies and awards
- ✓ Award House Points for achievement, effort, good manners and positive behaviour choices.

Core Approaches to Managing Behaviour Across the School

It is important that positive reinforcement is used across the school. Use of praise, rewards and acknowledging positive behaviour choices are key to managing behaviour. Consistency is key and each phase has its own core behaviour strategy which is followed. However, alongside this, class teachers are encouraged to incorporate their own positive behaviour strategies within their classes to

tailor approaches to the needs of their children. This may include: table points, Dojo points, awarding house points etc.

In Foundation Stage, the core approach to dealing with challenging behaviours is called the 'Thinking Spot'. Each class utilises this strategy in response to incidents and the child displaying the behaviour sits on the thinking spot and has time to reflect on their behaviour. Resources are provided to help the child to calm and to refocus.

In Key Stage 1, classes use the 'Red Petal'. This is a visual behaviour strategy which links to Golden Time. If children display negative behaviours, they move onto the red petal and miss part of their Golden Time. (This can be earned back if positive behaviours are displayed.)

In Key Stage 2, teachers are encouraged to use coloured behaviour charts (appendix 2). Pupils displaying positive behaviours can either be placed on the outside of the chart or in the green section of the chart. When negative behaviours are displayed, children are moved down the chart. If children are in the red section of the behaviour chart, this is either because of a serious offence or a number of persistent, minor offences where the pupil has not corrected their behaviour choices. In this instance, pupils may be sent to the Year Leader or Assistant/Deputy Head of phase and consequences agreed. If pupils correct their behaviour choices, they may move back up the chart.

Across the school, if a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently using the school's agreed behaviour process (Appendix 1). We believe that it is important to continue to reward and encourage the child for their positive behaviour.

Sanctions

Sanctions for minor offences may include:

- Issuing warnings of what will happen next if negative behaviour continues
- Moving the child's name on the class behaviour chart (Appendix 2) in KS2 or put on to the 'Red Petal' in KS1. In Foundation Stage, children will use the 'Thinking Spot'
- A change in position within the learning environment
- 'Planned' ignoring
- Non-verbal gestures
- Individual discussion with the child discussing why the behaviour is unacceptable
- Focus on positive praise for those in the class who are doing as they should
- Loss of Golden time/playtime or part of lunchtime

If inappropriate behaviour continues then further sanctions may include:

- Moving down to red on the KS2 behaviour chart or missing Golden Time in KS1
- Referring the child to the year leader where an appropriate sanction will be issued, such as missing break and lunch
- Recording incidents on CPOMS, informing parents of the displayed behaviour and discussing the best way to move forward
- Support from the Inclusion Team and an appropriate intervention put into place to focus on positive behaviours and reactions
- Placing the child on a positive behaviour report chart. The behaviour of the child will be monitored by the class teacher/Year Leader/Assistant or Deputy Head of phase
- Working outside of the classroom with a member of the Senior Leadership Team

- Support from the Family Workers and/or external agencies where alternative learning provision may need to be considered (eg. Next Steps Alternative Learning Provision)
- Suspension or permanent exclusion.

All members of staff are aware of the regulations regarding the use of force by staff, as set out in the DfE document 'Use of reasonable force' July 2013. Staff at Bushmead Primary School only use force to restrain or guide pupils with the aim of preventing injury to a child or to prevent them from harming themselves. Any action taken by staff is in line with the government guidelines and certain members of staff have received Teamteach training meaning that they are trained in restraint techniques. However, this will only be utilised when all other strategies have been attempted and deemed unsuccessful. Holding or moving will only be used as a last resort and by trained members of staff. (For more information, refer to the school's 'Use of Force to Control or Restrain Pupils' policy.)

Red Card System

The school operates a 'red card' system where any member of staff requiring immediate assistance sends the red card to a member of the senior leadership team who will respond immediately. (Alternatively, the red card should be sent to the office who can then contact an appropriate member of staff to assist.) All rooms across the school have their own red card and the KS1 and KS2 playgrounds also have red cards in the event that urgent assistance is required.

Recording Incidents on CPOMS (Child Protection Online Management System)

At Bushmead Primary School, incidents and any resulting actions are recorded using CPOMS. This system allows for effective communication between staff ensuring everyone who needs to be aware of incidents are alerted. The system can also be used to monitor and analyse behaviour across the school.

Playground Expectations

Playground behaviour is something that we monitor closely at Bushmead Primary School. We believe that if children are regularly reminded of rules and are given different opportunities to take part in activities then this will have a positive impact on behaviour. To encourage positive playground behaviour we:

- Remind pupils regularly about the expectations of behaviour at play and lunchtimes and value the importance of lining up promptly, sensibly and quietly
- Use Playground Pals to run structured activities for KS1 and Foundation Stage pupils. KS1 also have access to equipment daily to ensure they have activities they can take part in
- Have an equipment rotation for KS2 to ensure fairness
- Ensure that all members of staff act promptly when incidents occur
- Provide children with a range of House Competitions to take part in, raising the profile of teamwork and fair play

Special Educational Needs

At Bushmead Primary School we expect all children to behave in line with the school rules and to display positive characteristics that they can take forward and use outside of the school environment. When negative behaviours occur, sanctions will be put into place. When the child in question is known to have Special Educational Needs (SEN), sanctions will still be implemented, however, the strategy used when dealing with this negative behaviour will take into account the specific needs of the child and an appropriate sanction will be put into effect. In some cases, the child may be supported by a member of staff during unstructured playtimes or receive support from the Inclusion Team. A positive approach will always be used with the aim of preparing all children for the future and life outside of Bushmead Primary School. There may be times when pupils are in a very heightened situation and

manual intervention is required. This will be used as a last resort, when other strategies have been exhausted, and will only be actioned by trained members of staff. (Refer to the school's 'Use of Force to Control or Restrain Pupils' policy.) Some children may also require an individual incident book to record incidents which occur regularly.

Allegations of abuse against staff and other adults working in the school

All children and adults have a right to be protected from harm and here at Bushmead Primary School, all allegations of abuse will be taken seriously. All members of the school have a duty to safeguard and promote the welfare of children and to maintain a safe learning environment. We aim to identify where there are child welfare concerns and take appropriate action to address them in partnership with other organisations when necessary.

All staff at Bushmead Primary School have a positive role to play in child protection but their role can leave them open to accusations of abuse. Such allegations may be true but they may also be false, misplaced or malicious. In such instances, we aim to ensure that all allegations are dealt with fairly, consistently, quickly and in a way that provides protection for the child whilst also supporting the person who is the subject of the allegation.

Action in the event of a malicious allegation

If an allegation is deemed to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to the local authority children's services to identify whether the child in question is in need of services or whether the child has been subject to abuse by someone else.

In the event that an allegation is shown to have been deliberately invented, the Headteacher will consider whether any disciplinary action is required against the pupil who made it. The disciplinary action taken against a pupil may include suspension or permanent exclusion. However, any action that is taken will be discussed with the parent/carer of the pupil concerned at the earliest stage possible during proceedings.

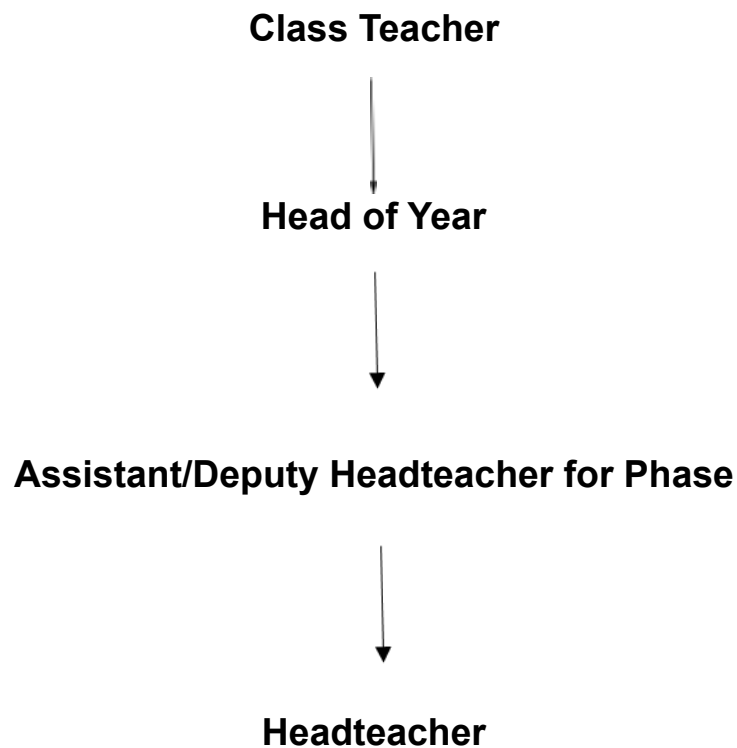
Links to other policies

- Suspension and Exclusion Policy
- Anti-bullying Policy
- Use of Force to Control and Restrain Pupils Policy

Appendix 1 School Behaviour Process

Dealing with challenging behaviour

At Bushmead, we follow a simple process when dealing with behaviour incidents. Immediately after an incident, the class teacher will take the lead on the incident. Depending on the severity of the incident, the class teacher may then decide to inform the Head of Year or Assistant/Deputy Headteacher for the phase. In the case of repeated incidents by the same pupil, the Assistant/Deputy Headteacher for the phase will become involved.



(Please note: some incidents that occur – particularly at break or lunch time – may require immediate intervention by a member of the Senior Leadership Team)

Appendix 2 Class Behaviour Chart (KS2)

Well done



Time to change



Behaviour is unacceptable



This is getting serious

