



Behaviour Policy



Respect, Resilience, Kindness

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Behaviour Policy Principles

Barrow Hill Primary Academy is committed to creating a safe, nurturing, welcoming environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

Aims

At Barrow Hill Primary Academy, we aim to:

- ☆ Provide a safe, comfortable and caring environment where optimum learning takes place
- ☆ Provide clear guidance for children, staff and parents of expected levels of behaviour
- ☆ Use a consistent and calm approach
- ☆ Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- ☆ Ensure all adults use consistent language to promote positive behaviour
- ☆ Use restorative approaches instead of punishments

Purpose

To provide simple, practical procedures for staff and children that:

- ☆ Foster the belief that there are no 'bad or naughty' children, just 'bad choices'
- ☆ Encourage children to recognise that they can and should make 'good' choices
- ☆ Recognise individual behavioural norms and respond appropriately
- ☆ Promote self-esteem and self-discipline
- ☆ Teach appropriate behaviour through positive intervention

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility

Our Core Beliefs

Paul Dix Chapter 1,2 & 9

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe'**. These rules are explicitly taught and modelled by all members of our school. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

In addition, we wish to give recognition to children who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider Barrow Hill community and showing initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

We believe that:

- ☆ Behaviour can change and every child can be successful;
- ☆ Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- ☆ Reinforcing good behaviour helps children feel good about themselves;
- ☆ An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more;
- ☆ Understanding each child's needs and their circumstances helps us to act in the fairest way possible for that child, at that moment;
- ☆ Visible consistency with visible kindness underpins everything we do;
- ☆ **When the adults change, everything changes**

1	2	3	4	5
Consistent Calm Adult behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversation	Restorative Follow Up



Curriculum

Through our curriculum we aim to:

- ☆ Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely;
- ☆ Teach strategies for children to solve conflicts peacefully;
- ☆ Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- ☆ Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- ☆ Enable children to recognise, understand and respond to a range of feelings;

- ☆ Develop vocabulary to enable children to express feelings verbally rather than physically;
- ☆ Promote equal opportunities and instil a positive attitude towards differences;
- ☆ Promote an ethos of peer support;
- ☆ Ensure the atmosphere in the classroom environment is conducive to learning;
- ☆ Ensure children are aware of the consequences of their words and actions towards themselves and others.

Expectations of Adults

Paul Dix Chapter 10 & 5

A culture of high expectations is created by all adults behaving consistently. All adults will:

- ☆ Identify the behaviour we expect
- ☆ Teach behaviour explicitly
- ☆ Model the behaviour we are expecting
- ☆ Practise excellent behaviour
- ☆ Notice excellent behaviour
- ☆ Create conditions for excellent behaviour
- ☆ Be consistent
- ☆ Be kind

We expect every adult to:

- ☆ Meet and greet every child every morning
- ☆ Refer to 'Ready, Respect, Safe'
- ☆ Model positive behaviours and build relationships
- ☆ Plan lessons that engage, challenge and meet the needs of all pupils
- ☆ Use a visible recognition mechanism throughout every lesson
- ☆ Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- ☆ Follow up every time, retain ownership and engage in reflective dialogue with children
- ☆ Never ignore or walk past children who are making poor choices- ask those involved if they need support; sometimes too many people can be overwhelming

Leaders will:

- ☆ Meet and greet children at the beginning of the day;
- ☆ Be a visible presence around the site to encourage positive behaviour;
- ☆ Celebrate staff, leaders and children whose effort goes above and beyond expectations;
- ☆ Regularly share good practice;
- ☆ Support middle leaders in managing children with more complex or entrenched negative behaviours;
- ☆ Use behaviour data to target and assess school wide behaviour policy and practice;
- ☆ Regularly review provision for children who fall beyond the range of written policies;
- ☆ Be a daily visible presence around school, particularly at times of mass movement.

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with children.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing', in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Relentless Routines

Paul Dix Chapter 1 & 8

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations of all adults.

- ☆ All adults will meet and greet children at the beginning of the day – there will be an adult at the door of every classroom to meet our children;
- ☆ Children and adults will be expected to demonstrate pride and a high level of expectation when moving around school. Children and adults will adhere to agreed dress codes.
- ☆ When adults in school require the full attention of a class or group of children, they will count down from 5 and use key phrases such as 'eyes on me'.
- ☆ Children are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address children at the same time.
- ☆ All adults and children will follow 'Fantastic Walking' (Appendix 1) throughout the school site – at all times.

Paul Dix Chapter 3

Visual Timetables

All classrooms at Barrow Hill Primary Academy have a prominent, interactive class visual timetable that is referred to throughout the school day. Communicate in Print logos are used and the appearance of the timetables are consistent throughout school. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Children self-check what they should be doing and where they should be
- Reduce challenging behaviours. Children learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some children may also need individual timetables to refer to and/or Now and Next boards.

Rewards and Sanction

Rewards

We notice, value and celebrate good behaviour. We particularly notice when children (and staff) go above and beyond what we expect. The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best

conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers will create a welcoming environment by greeting children every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show Barrow Hill Primary Academy Values and go over and above.

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the Head of Academy on some Friday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home/Letter Home from Head of Academy

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the Head of Academy to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour; their most determined effort, their greatest show of resilience.' Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or children in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Phone calls home/ messages to parents on Class Dojo

Nominated staff or teacher phones parents to share child's success.

Celebration Assembly

Every Friday, class teachers choose 1 child from each year group (2 from each class) to be awarded 'Star of the Week' certificate. This is to recognise hard work, effort, resilience, overcoming barriers, improving in a target area and following the school rules. The School Leadership Team (Head Pupils) choose 1 child each who has displayed the school values all week. Children who have been chosen for celebration assembly will then take their seat pride of place on "the best seats in the house" until the following Friday assembly.

At the end of autumn, spring and summer term, one child from each year group will be chosen by their class teacher as 'Star of the Term'. This is to celebrate and acknowledge the children who have demonstrated our values consistently or who have made significant improvements.

Responding to Negative Behaviour

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Relationship Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Stepped Sanctions

Paul Dix Chapter 4 & 7

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. When behaviour is displayed that falls below our high expectations, we will follow the stepped process:

1. *Reminder: of the 3 simple rules of Be Ready, Be Respectful, Be Safe;*
2. *Caution: clear 30 second scripted intervention, delivered privately, making the child aware of their behaviour and clear communication of the consequences if they continue - see below; Time out: short time outside of the room/area within the class, to one side for a few minutes to calm down, get different perspective*
3. *Repair: may be a quick chat at break time or a more formal meeting (Appendix 2).*

Scripted Interventions (Appendix 3)

Paul Dix Chapter 6

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour observed and which rule it contravenes
- Tell the learner the consequence, refer to previous good behaviour as a model
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

30 second script

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you....
- That is who I need to see today...
- Thank you for listening.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the repair conversation, then the following guidelines should be used:

- The child is spoken to with a senior leader or the Head of Academy (usually in that order);
- Parents may be contacted;
- Parents may be called to school – if they are called then they must attend, even if the child has calmed down.

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- SENDCo: consider behaviour intervention and/or additional support. The team will refer to external agencies
- Begin monitoring to identify areas of concern /possible causes/appropriate targets;
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

Restorative Approach

'Punishment doesn't teach better behaviour; restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or leadership team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At Barrow Hill Primary Academy, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 4)

These restorative questions will be used to support restorative meetings and/or conversations. For KS2 children, up to 5 questions will be used. For KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At Barrow Hill Primary Academy, we encourage positive behaviour which reflects our Values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan. Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at Barrow Hill Primary Academy. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and

consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Support with Behaviour

It is important for children to recognise their emotions and outcomes and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

SEMH Pathways

Additional support for children with social, emotional and mental health difficulties may require further support throughout the day. They may need a more individualised visual timetable or an individualised curriculum. They may benefit from the use of a task management board to enable them to visualise what is coming next to support with transitions. School may feel it is beneficial to share social stories with children and their families to support with transitions or to liaise with parents to use transitional objects. The use of nurture activities and the support of a key adult may be organised.

Reduced Timetables

Barrow Hill Primary Academy takes its statutory duty to provide full time education for all pupils according to their age, aptitude and ability, considering any special needs seriously. However, in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child's individual needs. A reduced educational provision is not treated as a long-term solution nor is it used as a sanction or as a behavioural management tool.

When might a reduced educational provision be considered?

A reduced educational provision is only put in place in exceptional circumstances, where every other avenue to ensure a child receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. as part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
2. as a temporary intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to co-ordinate with therapeutic intervention or other services.

3. put in place as a method of managing pupils at risk of exclusion. The agreement will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

At Barrow Hill Primary Academy, we will:

- only introduce a reduced timetable as part of a planned strategy that is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, the allocated social worker;
- only introduce a reduced timetable with the principal purpose being the successful reinstatement of the child's full-time school attendance, re-integration and inclusion;
- provide appropriate work for the child when not in school which is reviewed and relevant feedback provided where appropriate;
- liaise with parents/carers to identify the purpose of a reduced timetable, clear time limits, with a clear target of resuming full-time attendance, preferably over a period in which the time in school increases steadily and incrementally. However, it may be that the amount of time in school cannot be increased incrementally initially but rather the expectations of the child whilst in school changes, depending on individual needs. Parents/carers will be asked sign to confirm they agree with the reduced timetable.

Unacceptable/Extreme Behaviours

Some children exhibit particular behaviours based on adverse childhood experiences (ACEs) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child and identify the level of support needed by the pupil and put this provision in place.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour

Unacceptable behaviours may include:

- * Violence (i.e. physical contact made with the intention to harm);
- * Persistent taunting, teasing and bullying behaviour;
- * Stealing;
- * Spitting;
- * Swearing;
- * Disrupting learning

Extreme Behaviour and Physical Intervention

When dealing with an episode of extreme behaviour, a child may need to be positively handled if either themselves or another person is unsafe. This will only be used as a last resort and by experienced, trained staff. Many staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold

children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept, incidents are recorded on Safeguard and parents or carers are informed. *See Appendix 8.*

Recording Behaviour Incidents

Day to day classroom management

- ☆ Reminder, Caution, Time out, Repair
- ☆ If it gets to Time Out stage, a reflective conversation should take place, once the child is calm.
- ☆ This will be recorded on Safeguard

Persistent Behaviour

Persistent behaviour will be identified through monitoring the recording of the behaviour incidents. The SLT will decide as to what support and intervention needs to be put into place to support the pupil further. This may be through the implementation of an Individual Behaviour Plan (IBP), establishing a Parenting Contact or a referral to the SENDCo with a view to placing the pupil in the SEND register and putting extra support and intervention in place, including the involvement of relevant outside agencies and/or a risk reduction assessment may be undertaken.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place, where there is a serious breach of the school's behaviour policy and the safety and learning of others is being seriously hindered. The child may be considered to have SEN and the procedures for meeting those needs are set out in our SEND Policy;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting, where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

The Role of the Parent

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor behaviour issues.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a child from our school
- posing a threat to another child or member of the public
- adversely affect the reputation of the school

In the incidences above, the Head of Academy may notify the police of any actions taken against a child. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring children act as positive ambassadors. Taking this into account, we expect the following:

- Good behaviour on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of the school.
- Protection for individual staff and children from harmful conduct by children of the school when not on the school site.

Application and scope of this policy

This behaviour policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Appendices

Appendix 1: Movement around school

Fantastic walking/movement in and around school

- ☆ Children are taught to walk around the school with a sense of pride. Our routine of Fantastic Walking is: walk tall, head up, chin up, chest out with a purposeful stride and hands behind their back.
- ☆ All movement in and around school should be purposeful.
- ☆ Children following the expected routine should always be recognised with a response such as: **'Thank you'** or **'That's Right'**.
- ☆ Children not behaving appropriately should be encouraged to do so with a scripted response: **'You know the rule for walking around school. This is how we do it here. Fantastic Walking. Thank you for listening.'**
- ☆ If the child responds positively, this should be recognised with a positive comment.: **'There you are, you can walk sensibly. Well done!'**
- ☆ Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around school - suggested procedures for large groups

- ☆ Call the group together
- ☆ Give out any instructions and set expectations.
- ☆ Make sure all pupils are settled before setting off
- ☆ Use set points to walk to and wait i.e. corners, doors etc.
- ☆ Encourage a pupil to hold the door for others to pass through
- ☆ Walk on the left-hand side of the corridor
- ☆ Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of steps etc.

Movement around school - suggested procedures for individual children

- ☆ Choose appropriate individuals for messages
- ☆ Make sure messengers know that they can enter any classroom
- ☆ Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- ☆ Remind the messengers or those showing work what is expected of them as they move around the school. Ensure that they do know where they are going.

Appendix 2: Reparation Meeting

- ☆ A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- ☆ It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- ☆ The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- ☆ Reparation will not give the adult the instant satisfaction that comes from punishment. It will give a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting is often structured in 5 steps.

Choose from:

- What happened?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

If pupils clam up:

- Ok, imagine if there were...
- 1-10 how angry were you?
- I can see that you aren't quite ready to talk...

Behaviour follow up is everything!

Appendix 3: Intervention Scripts

Effective 30 Second Interventions

- ☆ Gentle approach, personal, non-threatening, side on, eye level or lower
- ☆ State the behaviour that was observed and which rule/expectation/routine it contravenes
- ☆ Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour
- ☆ Walk away; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later
- ☆ Look around the room with a view to catch somebody following the rules

How to land a difficult message, softly:

- ☆ Remind the learner of their previous good behaviour
- ☆ Challenge their negative internal monologue 'You can do this, keep trying'
- ☆ Thank the child for listening
- ☆ Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- ☆ Use a soft, disappointed tone
- ☆ Remind yourself that the sanction is a consequence not personal retribution
- ☆ Walk away as soon you have finished speaking

Refocusing the Conversation

When learners try to argue, shift the blame, or divert the conversation you can calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading.

The more calmly assertive you are in delivering this repeat the more effective it will be.

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Appendix 4: A Model of Positivity

A Model of Positivity

- ☆ Smile!
- ☆ Convince your class that there is no place that you would rather be
- ☆ Find out what makes a learner feel important, valued, like they belong
- ☆ Reward learners for going 'above and beyond' expectations, not simply meeting them
- ☆ Let children lead learning, share responsibility, delegate jobs
- ☆ Mark moments with sincere, private verbal praise
- ☆ Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- ☆ Show learners their ideas and experiences have real value
- ☆ Ensure your mechanism for positive referrals is individualised
- ☆ Catch learners doing the right thing
- ☆ Use subtle, private praise and reinforcement
- ☆ Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important
- ☆ Class displays and classroom environments that scream high expectations
- ☆ Make learners feel important for the behaviours that they can show and not for the behaviours that they can't

Appendix 5: Effective Behaviour Habits

Habits of Adults who Manage Behaviour Well:

- ☆ They meet and greet
- ☆ They persistently catch individuals doing the right thing
- ☆ They teach the behaviours that they want to see
- ☆ They teach learners how they would like to be treated
- ☆ They reinforce conduct/attitudes that are appropriate to context
- ☆ They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- ☆ They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners
- ☆ They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- ☆ They keep their emotion for when it is most appreciated by the learners

Appendix 6: Behaviour Blueprint

Barrow Hill Primary Academy Behaviour Blueprint

Relentless Routines
1. Wonderful Walking 2. Legendary Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous transitions

Stepped Sanctions	Micro script (30 second scripted intervention)	Restorative Conversations
1. Reminder (3 rules privately if possible) 2. Caution (outlining behaviour and consequence) 3. Last chance (30 second intervention) 4. Cool off (time in calm space/ another class) 5. Repair (restorative conversation)	☆ I have noticed that you are ... (having trouble getting started, wandering around, etc.) right now ☆ At Barrow Hill, we ... (refer to the 3 school rules – ready, respectful and safe) ☆ Because of that you need to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) ☆ Do you remember yesterday/ last week when you ... (refer to previous positive behaviour)? ☆ That is who I need to see today ... ☆ Thank you for listening ... then give the child some ‘take up’ time.	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • What should we do to put things right? • How can we do things different in the future?

Visible Adult Consistencies	Rules	Over and Above
☆ Meet and greet ☆ First attention to best conduct ☆ Calm and caring	Ready Respectful Safe	Values Effort Initiative

Appendix 7: Positive Behaviour Plan

Child's Name		Date of Plan		Review Date
What does the behaviour look like?				
Stage 1 Anxiety Behaviours		Stage 2 Defence Behaviours		Stage 3 Crisis Behaviours
What are common triggers?				
•				
De-escalation skills				
Skill	Try	Avoid	Notes	
Verbal advice and support				
Giving space				
Reassurance				
Controlled choices				
Humour				
Logical consequences				
Planned ignoring				
Time out				
Removing audience				
Transfer adult				
Success reminded				
Supportive touch				
Listening				
Others				
Diversions and distractions				
Any medical conditions to be considered before using physical intervention?				
De-escalation skills				
Intermediate	Try	Avoid	Notes	
Friendly escort				
Caring C Guide				
Single Elbow				
Double Elbow				
Other				
Who has been informed/ Where has the incident been recorded?				
Stage 4 Follow Up (only after stage 3 Crisis Behaviour). Ensure a behaviour log has been uploaded to Safeguard.				
Teacher				
Parent/ carer				
Child				
Educational psychologist (if appropriate)				
Social services (if appropriate)				
Behaviour support (if appropriate)				
Head of Academy				

Appendix 8: Physical Intervention and Use of Reasonable Force

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm. out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents and any restraints on Safeguard and will inform parents/ guardians.

Appendix 9: ABC Chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?



ABC (Antecedent, Behaviour, Consequence) Chart Form

Name of child:

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour