

# Barlby Bridge Community Primary School

## Behaviour Policy



Document Status			
<b>Date of Next Review</b>	March 2019	<b>Responsibility</b>	<i>Full Governors</i>
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<b>Date of Policy Adoption by Governing Body</b> <b>March 2017</b>		<b>Signed: J Duckett</b> <b>March 2017</b>	
<b>Method of Communication:</b> <b>School website and newsletter updates</b>			

### **This policy was developed in consultation with Staff, Governors and Pupils**

#### **Introduction**

Barlby Bridge Community Primary School is a school which respects each person as a unique individual. We create a happy, safe, caring, stimulating and inclusive environment for all. We believe that good behaviour is the key foundation of good education and we aim to encourage self-discipline through our school rules which underpin how we expect our pupils to behave. To ensure an ethos of positive behaviour in school it is important that children recognise what 'excellent behaviour' looks like and how their own actions have a positive impact on others in school. Our 'We Care' statement is fundamental to our overall school aims and purpose. In order to communicate the high behavioural expectations of our school, time is allocated to talking about behaviour, understanding choices, developing mechanisms for coping with behaviour and recognising how children can support others in making right choices.

#### **Aims**

- To establish an ethos where positive behaviour, including respect, courtesy and good manners, is promoted, and where inappropriate behaviour is dealt with effectively and consistently.
- To ensure good behaviour for learning to enable teachers to teach and learners to learn.
- To promote self-discipline and the skills necessary to form good relationships, in order for children to make the right choices for themselves
- To develop and nurture children's emotional intelligence, sense of responsibility and their spiritual, moral, social and cultural knowledge and awareness.

- Positively encourage children to behave in a responsible manner, both to themselves and others, including online behaviour.

### **School Rules**

We expect our pupils to:

**Listen carefully to each other**

**Follow instructions**

**Speak politely to everyone**

**Be kind and respectful**

**Always try their hardest and do their best**

In return, pupils should expect that adults in school will:

- Provide a safe environment free from disruption, bullying, discrimination, aggression or harassment
- Foster positive, respectful and supportive relationships with the pupils in school
- Develop positive relationships with parents/carers to nurture a shared approach, and work towards outcomes in partnership

The Headteacher will ensure that support and training is in place for all staff who work with pupils displaying complex and challenging behaviours.

The Governors will:

- Agree the guidelines set down and review the effectiveness of procedures regularly
- Support the Headteacher and Staff in carrying out these guidelines effectively
- Support the differentiation of policy and practice on any grounds necessary i.e. origin, culture, religion, gender, disability or sexuality

We consider that behaviour is unacceptable when:

- Any member of school staff is prevented from carrying out their duties because of a child's behaviour
- Pupils are prevented from normal working practices
- Pupils are rude and use unacceptable language
- Pupils demonstrate verbal aggression
- Pupils demonstrate physical aggression
- Pupils compromise their own, and others' safety
- Pupils leave the school site without permission
- Pupils bully others
- There is evidence of a deliberate misuse of school ICT resources including accessing inappropriate, blocked or illegal materials on-line.

Sometimes there are factors which must be taken into account and allowances made. For example:

A child's emotions and judgement may be affected by traumatic events taking place out of school, or by specific additional difficulties or needs a child may have, this can cause the child to feel unsafe, scared, or disturbed and can affect their ability to manage and regulate their feelings, emotions and actions. For these pupils individual behaviour plans and risk assessments will be put into place following consultation with parents and will be shared with key members of staff working with the

## **Positive Behaviour Management**

All children should be taught to recognise how behaviour can impact positively upon others and the most effective way to establish this is through descriptive praise. Children who consistently make the right choices and show excellent behaviour in school are rewarded through a range of systems including:

- Individualised class reward time
- Letters home to parents
- Right choice tickets
- Praise certificates awarded during assembly time.
- Golden tickets
- Headteacher's rewards
- Good work assembly recognition

The colour 'zone board' system in school is based upon a positive model which allows the children to progress towards a positive goal each week. When children's names are moved on the 'zone board' it is essential that they are given a clear reminder which references the school rule which they are not following and or/ descriptive praise when they move positively towards gold. Please see Appendix 1 for additional information.

We believe that all children in our school have a right to a positive and productive learning environment which allows them to make rapid and sustained progress. Part of our behaviour management system involves time out areas and separate rooms within school where individual children can be taught if their behaviour is causing disruption which prevents other children from learning. We employ a member of staff who works as a learning mentor, providing specific support, and where necessary individual support to children with social emotional, and behavioural difficulties.

## **The Restorative Approach**

At Barlby Bridge Community Primary School we adopt the principles of The Restorative Practices Approach; an approach to conflict or inappropriate social behaviour which puts repairing harm done to relationships and people at the centre of our focus. People involved in an incident are taken through the 5 stages of the Restorative Approach and are therefore supported in coming to understand the harm that has been caused to all parties.

### **The 5 stages are:**

**What happened?** Drawing out each person's story one at a time.

**What were your thoughts at the time?** Reflection on their thoughts and what could have caused a negative emotion or response.

**What have been your thoughts since?** What each person has been thinking about the conflict since they have reflected on the situation.

**Who has been affected and how?** Consider who has been harmed/affected and how this has affected them.

**What do you think needs to happen next?** For pupils to consider ways that conflict and actions can put right to mend relationships and to resolve difficulties.

## **Positive Handling and Restrictive Physical Intervention (RPI) of Pupils**

At Barlby Bridge Primary School positive handling and RPI of children will only ever be used as a last resort at the School. All teaching staff received up to date RPI training in January 2016. This training is repeated every two years. Any incidents where RPI or positive handling has been used are recorded, and Parents are informed on the same day.

## **Persistent Unacceptable Behaviour**

Where a pupil's behaviour is unacceptable for increased periods of time, and is increasing in severity, the following actions may also operate:

- ❖ Close liaison with Parents/Carers
- ❖ Referral to the School's Inclusion Leader
- ❖ Referral to the Prevention Services
- ❖ An individual behaviour plan for the pupil
- ❖ Completion of a risk assessment
- ❖ Bespoke social and emotional skills programmes
- ❖ Home /school achievement book
- ❖ Referrals to outside agencies including education, health and social care.
- ❖ Exclusions from school.

### **Exclusion Process**

In the most serious cases, where;

All interventions have failed

Where allowing a pupil to remain in school would seriously harm the education or welfare of others.

Where there has been a serious breach of the behaviour policy and a child is a danger or a threat to another child or member of staff.

School may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document '**Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion 2012**'.

The Headteacher (or Deputy Headteacher in her absence) is the only member of staff who can carry out a fixed term exclusion. Fixed Term exclusions are for a fixed period of time and cannot exceed 45 days. This involves the child being asked to remain at home for a defined period. School may take the decision to internally exclude a pupil. This is when a pupil works away from their peer group for a designated period of time. Parents will be informed if this happens.

If a child is excluded from school parents must be informed immediately, in writing, of the reasons why their child has been excluded. The letter must also inform them of their right of appeal and a copy of the LA guidance must be attached to the letter.

It is the responsibility of the governing body to monitor the number of fixed term exclusions, and to ensure that the school policy is administered fairly and consistently. For additional information related to Exclusions, please see the separate Exclusions policy available on the school website.

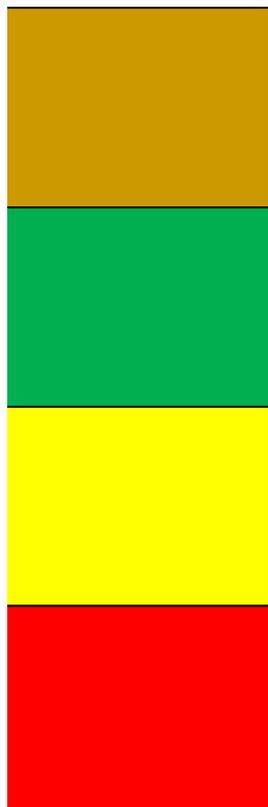
### **Appeals**

**Parents have the right to appeal to the governors within five school days. Information explaining this process is available on the North Yorkshire County Councils website, or from the school office.**



## The Zone Board

Each classroom has an area designated to 'behaviour.' This area should be identified positively as an achievement board with a 'look at what we can do,' or 'going for gold' emphasis.



If a child is seen consistently following the school rules they will be placed onto the gold section of the board. Special rewards/ privileges will be given to children achieving gold.

All children start the week within the green section of the board. If a child is failing to follow the school rules, a warning will be given followed by a behavioural reminder which refers positively to the school rule e.g. 'we listen carefully to adults in school.'

After a positive reminder has been given, if a child continues to make the wrong choice their name will be placed onto the amber section of the board. At this stage they will be given 5 minutes 'thinking time' out (these class minutes will be repaid in playtime.) Upon re-joining the class, if the child makes right choices they will move back to green. If they continue to make the wrong choice another positive rule reminder will be given with a clear consequence of moving to red.

If a child fails to follow the school rules after an amber warning has been given they will be placed on the red section of the board. At this point the child will be escorted to Mr Dyer or another senior teacher for further 'thinking time'. Any child placed in the red section of the board will miss their playtime (or time from lunch play.) Teachers will then speak to the child at playtime and use restorative questioning techniques to support the child in moving forward positively towards green again.

After the above stages have been followed, children who continue to make the wrong choice will be escorted to see Mrs Hughes. As a school we show zero tolerance towards any kind of violent, abusive or aggressive behaviour. Behaviour of this kind will be reported immediately to Mrs Hughes and the other stages of the zone board will not be followed.

Things to remember:

- The principles of the zone board should be followed in order to develop a consistent approach to behaviour management throughout school. However, the format of the board can be adapted to suit the needs of the class e.g. for younger children each colour section could be represented by a smiley face.
- The zone board is positive and should not be sold as a strategy to help children behave.
- Once a child has reached the gold zone, they should stay there for the remainder of the week if their behaviour remains positive. A child who finishes the day in the red zone will start the next day in amber. At the beginning of the week all children should return to the green zone.
- Children should be consulted about the kind of rewards they would like to achieve for showing consistent 'gold' behaviour.