

BOURN CHURCH OF ENGLAND PRIMARY ACADEMY

POSITIVE BEHAVIOUR POLICY AND IMPLEMENTATION



Teaching and Learning
September 2019

1. Values

1.1. The five core values at Bourn Primary are:

- hope
- courage
- justice
- forgiveness
- friendship

2. Introduction

2.1. At Bourn Primary every person is equally important. This policy reflects the values, ethos and philosophy of Bourn Primary in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the School is striving.

2.2. The policy is agreed by the whole school staff and presented to the Governing Body. The document is made available to all interested parties on the website and from the School Office.

2.3. At Bourn Primary everyone has a part to play in the promotion of high standards of behaviour. The School aims to create an environment in which pupils can learn and develop positive relationships within a secure, caring and inclusive environment. Good behaviour is encouraged through high expectations and mutual respect between pupils, parents, staff and a sense of community and shared values.

2.4. At Bourn Primary all staff working with the children receive training in behaviour support. This training is called "Cambridgeshire Steps" and is adapted from original work by Angela Wadham. The term 'Steps' was originally drawn from the Norfolk County Council statement on inclusion:

*"The process of taking necessary **steps** to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life".*

2.5. This statement reflects the philosophy, policy and practice at Bourn Primary. The Steps approach puts the emphasis on understanding behaviour rather than punishing it. It uses proved techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts agreed techniques to reduce the risk of harm. It places emphasis on de-briefing the children in order to understand their behaviour rather than punish it.

- 2.6. Cambridgeshire SEND Specialist Services act as a 'hub' with a central tutor team who provide on-going support and specialist advice to schools around individual children within the STEPs framework. The School currently has 1 trained 'Step On' Tutor. Staff are trained in level one Steps training and new staff joining the School will also receive this training as soon as it is available to them.

3. Rationale

- 3.1. At Bourn Primary it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole child, including spiritual, moral, social and cultural education. Good communication is an essential ingredient of this. It is by parents, staff and children talking and listening to each other that each person can understand how the other feels and the reason behind certain behaviours. The School will achieve expectations by making them clear to all stakeholders and embedding them consistently in our approach.

4. Rights and Responsibilities

4.1. Staff

<u>Rights</u>	<u>Responsibilities</u>
<ul style="list-style-type: none"> • to be treated with respect • to be supported by peers and managers • to be listened to • to share opinions • to be treated courteously by all members of the School community • to be made fully aware of the School's systems/policies/expectations • to receive appropriate training to increase skills in promoting positive behaviour and regular attendance 	<ul style="list-style-type: none"> • to be welcoming and inclusive • to create a firm and consistent approach • to maintain, encourage and promote positive behaviour, self-discipline and respect • to encourage independence and confidence • to uphold the School's 5 values • to support the development of self-esteem • to be proud of the School's work and achievements • to ask for support when needed • to offer support to colleagues and managers • to listen to others • to give opinions in a constructive manner • to model courteous behaviour • to recognise and acknowledge positive behaviour in others • to seek information and use lines of communication • to support others in developing their skills in promoting positive behaviour and regular attendance • to acknowledge areas of one's own skills which could be developed • to try new approaches

4.2. Children

<u>Rights</u>	<u>Responsibilities</u>
<ul style="list-style-type: none"> • to be treated with respect • to be safe • to learn • to make mistakes 	<ul style="list-style-type: none"> • to behave respectfully to others • to attend School regularly • to be willing to learn • to allow others to learn

<ul style="list-style-type: none"> • to be listened to 	<ul style="list-style-type: none"> • to take responsibility for their own mistakes • to allow others to make mistakes • to give opinions in a constructive manner • to listen to others
---	---

4.3. Parents/carers

<p><u>Rights</u></p> <ul style="list-style-type: none"> • to be treated with respect • to be kept informed about their child's progress • to be listened to • to have access to information on the School's approach to behaviour and attendance • to have concerns taken seriously 	<p><u>Responsibilities</u></p> <ul style="list-style-type: none"> • to behave respectfully • to make sure their child attends School regularly • to talk to their child about what he/she does in School • to talk to Teachers if they have any concerns about their child's learning or wellbeing • to listen to others • to absorb information and share concerns • to share concerns constructively
--	---

5. Methodology, a Therapeutic Approach

- 5.1. The School teaches behaviour in the same way that other areas of the curriculum are taught, through modelling and praise for good practice. Pupils are taught about their feelings and emotions through PSHE lessons which includes Anti-bullying week (see policy).
- 5.2. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the rules of school and class. Individual strategies will therefore need to be implemented to support them. This may include collaboration with the SENDCo and outside agencies such as SEND Specialist Services.
- 5.3. At Bourn Primary it is recognised that negative experiences create negative feelings and that negative feelings can create negative behaviour, whilst positive experiences create positive feelings and positive behaviour. It is the responsibility of every adult in the School to understand the reason why a young person is presenting with problem behaviours and endeavor to change the circumstances around the child to promote positive experiences.
- 5.4. We differentiate for different levels of learning styles, therefore we must also differentiate for differing levels of behaviour. Behaviour management and responses may need to be personalised and designed to meet the needs of individual children. In order to understand the individual needs we will use the Cambridgeshire Steps approach of '**Roots and Fruits**'. This exercise supports staff in identifying underlying influences on behaviour. It is carried out with a member of the Senior Leadership Team (SLT) and helps adults to list a child's positive and negative experiences that may have lead to negative feelings and behaviour.

6. Positive Reinforcement

6.1. Staff work hard to create a positive learning environment in the School, they do this through their body language, in the way they speak to children and to each other around School and in their expectations of children. Positive behaviour and attitudes are explicitly rewarded by the giving out of:

- Merits for excellent work, effort or behaviour;
- Weekly Awards given out in collective worship;
- Values Awards for children who have demonstrated the focus value of that week;
- Above and Beyond Awards for children who have shown effort, achievement, work etc. above and beyond what would normally be expected;
- responsibilities such as House Captain, School Council, Worship Leaders, Eco Council, Year 6 Buddies.

7. Consequences and Sanctions

7.1. At Bourn, all adults have the responsibility to use consequences which bear relation to the exhibited behaviour. As a result, the young person will learn from it and develop positive, coping strategies. Consequences contribute to learning internal discipline by creating a learning opportunity directly relating to the anti-social behavior and the harm caused.

7.2. When a child is not demonstrating positive behaviour, staff may undertake one or more of the following actions:

- praise positive behaviour from other individuals, giving attention to positive role models;
- review what is causing the behaviour and put actions in place or differentiate to lessen the anxiety or anger;
- give a non-verbal warning;
- give a positive reminder to the class about the rules of the classroom;
- give a verbal warning that includes a reminder of consequences;
- move the child within the classroom;
- move the child to another classroom, with appropriate work and setting a time limit for their return;
- (if the behaviour persists while the child has been moved to another classroom, once the child has returned) give a consequence such as loss of breaktime, during which time the adult must talk to the pupil about the behaviour, putting an emphasis on other strategies the child could have used;
- (if the behaviour still continues) send the child to a member of the Senior Leadership Team (SLT). The SLT member may implement a further consequence which will involve talking to the child and teacher about the behaviour and the positive choices that were open to the child and why they did not take them. The SLT member will decide whether to contact parents;

- call a meeting to take place between the teacher, the member of the SLT and the parent/carer. The pupil may be put on a **Positive Behaviour Record** (see Appendix 1).

8. Challenging Behaviour

8.1. When faced with challenging behaviour, the staff use the Cambridgeshire Steps response to harmful behaviour:

- **cool down,**
- **repair,**
- **reflect**
- **and restore.**

8.2. See Section 12 for further information.

8.3. Adult responses to these must aim to de-escalate the behaviour through one or combination of the following:

- *Positive Phrasing* – “stand next to me”, “put the toy on the table”, “walk beside me”
- *Limited Choice* – “put the pen on the table or in the box”, “when we are inside, Lego or drawing?” “talk to me here or in the courtyard”
- *Disempowering the Behaviour* – “you can you listen from there”, “come and find me when you come back”, “come down in your own time”
- *Use of De-escalation Script* – “name I can see that something is wrong”, then “I am here to help” then “talk to me and I will listen” then “come with me and ...”

9. Persistent or Repetitive Behaviour

9.1. If a child continues to display persistent or repetitive behaviour, which has already been brought to the attention of SLT, and Roots and Fruits has already been carried out, and the child is on a Positive Behaviour Record, then the parents/carers will be invited in and it may be suggested that a referral be made to outside agencies such as the Specialist Teaching Team or Social Care.

10. Physical Intervention/Use of Reasonable Force

10.1. “Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom” (Behaviour and Discipline in Schools, DfE Jan16)

10.2. Staff will use the minimum physical intervention required, for the least amount of time. All staff have been trained in Cambridgeshire Steps.

11. Risk Management Plans

11.1. Pupils whose behaviour may place themselves or others at risk of harm must have an individual risk management plan. An anxiety map and/or ABC (Antecedent, Behaviour and Consequence) will be drawn up by those staff involved with the child, this will form the basis of the plan. The plan will be overseen by the SLT, who will ensure that they are reviewed and updated in order to reflect changes and progress. The plan will be shared with parents/carers who may also be included in the anxiety mapping process.

11.2. A plan will:

- take into consideration the times/places/lessons that give the individual greater anxiety, triggers that could lead to difficult behaviours;
- put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours in school;
- give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

12. Restorative Approach

12.1. We use the Restorative Approach which is an important part of the process and must take place. Once the child is relaxed, the experience can be re-visited with a trusted adult. The adult will re-tell and explore the incident with the pupil. This should be based on the following.

- Explore what happened (tell the story, encouraging the child to tell it from their perspective if possible).
- Explore what people involved were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what has been learnt so we can respond to it differently next time.

13. Fixed-term and Permanent Exclusion

13.1. Serious incidents may result in a fixed-term or permanent exclusion. Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from School. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

13.2. If the Head Teacher excludes a pupil, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal. The Head Teacher will inform the Local Authority (LA) and the Governing Body about any permanent exclusion and about any fixed-term exclusions.

- 13.3. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Body has a discipline committee (Appeals Committee), which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion they will consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.
- 13.4. If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.
- 13.5. Following an exclusion, a reintegration meeting is held with the parents/carers and the child on return to the School. It should follow the principles of reflect, repair and restore (Section 12).

APPENDIX 1

Positive Behaviour Record

In general this will be a record or book entitled *Name of child* Positive Behaviour Book or Kind Words Book (depending on age). It may be sent home daily for parents to sign and return. It is written daily by the class teacher and reviewed weekly.

The process is child-centred and appropriate procedures will be put in place based on the individual needs to each child.

If necessary, the Positive Behaviour Record will be passed to a member of the SLT or to the Head Teacher to oversee as needed.

In the Record Book, adults will draw a scale of 0 - 10 and will record on the scale, the level of behaviour the child achieved during that session (morning and afternoon, break and lunchtime, or each lesson as necessary).

The teacher will also write 3 stars and a wish. The stars should note something positive that the child has done that day and the wish is something that the adult would like them to achieve the next day.

The book will be used daily for a week, at which time a member of the SLT will review the Record Book with the child and determine whether the recording should continue or cease.

Parents will be informed.

Past books must be stored in the child's school file.

Example:

AM _____ X _____
0 10

PM _____ X _____
0 10

- * you shared your rubber
- * you were kind to teacher
- * you got straight on with maths activity



Tomorrow, no pushing when in line for lunch