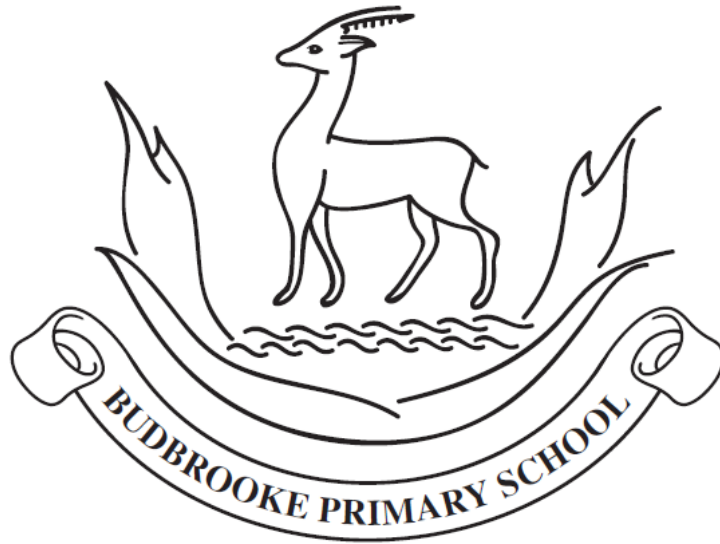


Budbrooke Primary School



Behaviour Policy

Date adopted by Governors:	May 2022
Date for policy review:	May 2024
Person responsible for review:	Head Teacher
Signed by Chair of Governors	

Ethos

At Budbrooke Primary School, we nurture a safe and inclusive environment, where exemplary behaviour is at the heart of productive learning. It is our role to educate our pupils to understand how their behaviour can affect and impact on others.

We prepare learners to be responsible and self-disciplined members of a diverse society. All those who work with the school (children, staff, parents, Governors and the wider community) have a vital role to play. As members of the school community, all stakeholders should build positive relationships with each other and individuals are expected to consider and respect others, their families, cultures and beliefs.

Aims

Our policy aims to:

- Ensure all members of our school community feel safe.
- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Help children develop leadership skills and to actively challenge, demonstrate and model respectful behaviour.
- Use consistent language to promote positive behaviour.
- Build a community which values: consideration, confidence, collaboration, curiosity and challenge.
- Promote cohesion through respectful relationships within the school community.
- Ensure every member of the school community feels valued and respected, and that each person is treated fairly and considerately.
- Develop a positive self-image and pride in ourselves and our school.
- Establish an approach that develops empathy and an awareness of and responsibility towards the needs and rights of others.

Expectations

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as the behaviour during specific whole school activities, such as assemblies.

Expectations in behaviour and relationships need to be shared and understood by all members of the school community.

Pupils must:

- Follow the one-word school rule of Consideration
- Show consideration and respect to everyone.
- Contribute to and follow the core values.
- Take responsibility for their own actions and make good choices.
- Show the same respect to all adults and visitors, regardless of their role.
- Use our school phrase 'Stop it please' if the actions of others are making them feel unsafe. If concerns do not stop this must then be reported to an adult.

- Follow instructions to ensure the safety and well-being of all.
- Care for and support each other.
- Respect and consider each other's property and learning.
- Maintain our school by looking after the resources and displays.
- Always walk quietly around the building.
- Wear uniform smartly at all times to represent pride and purpose.
- Enter and leave the hall silently and sit quietly during assemblies.
- Listen to other's and respect their opinions.

Staff must:

- Adhere to this policy.
- Take time to welcome students at the start of the day.
- Never walk past or ignore students who are failing to meet expectations.
- Actively model respect and build positive relationships.
- Ensure that classrooms are tidy and well-organised.
- Maintain our school by looking after the resources and displays.
- Provide a range of playground equipment are available and ensure children are safe.
- Adults on break and lunch time duties are responsible for implementing the behaviour policy and reporting any incidents to teachers.
- Challenge children on incorrect uniform
- All serious behaviour incidents (stage 3 and Stage 4) are reported to members of SLT.
- Record stage 3 and stage 4 behaviours on the behaviour log
- Record all racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents to SLT and complete a log of the incident. This is to be placed in the white folder in the Headteacher's office.
- Report all incidents of restraint to SLT and record in the bound and numbered book kept in the Headteacher's office.

The Senior Leadership Team must:

- Be a visible presence around school.
- Never walk past or ignore individuals who are failing to meet expectations.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage the use of positive praise, phone calls, verbal communication and certificates/ values stickers/ stars.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing students with more complex or challenging behaviours; including those with individual positive intervention plans.
- Share individual positive intervention plans with all staff.
- Work with students, staff and families when extreme behaviour or persistent disruptive and challenging behaviour which may lead to pupil exclusion.
- Monitor stage 3 and stage 4 incidents recorded on the behaviour log

- Monitor racial, religious, bullying, sexual violence and sexual harassment and homophobic incident logs completed.
- Monitor all incidents of restraint recorded in the bound and numbered book.

Families must:

- Show consideration and respect towards the school community.
- Support and respect the staff and governors in promoting the school's ethos.
- Be aware of the school's values and expectations.
- Provide the school with an up-to-date emergency contact number.
- Support and comply with the terms of the home-school agreement.
- Report absences to provide the school with a reason and to keep authorised absences to a minimum in the interest of the child's progress.

Promoting Positive Behaviour

At Budbrooke we celebrate and promote positive behaviour for learning, for our school community and for life. This is achieved through our one-word school rule of consideration and our other core values, encouraging all pupils to aspire to the high standards that we set for them. Our five core values are:

- **Consideration**
- Confidence
- Collaboration
- Curiosity
- Challenge

These are clearly displayed in each classroom (Appendix 1)

Positive behaviour is promoted by:

- Awarding stickers
- Stamping the work with a positive praise stamp
- Positive verbal feedback
- Stars.
These are given for behaviour and learning that is beyond that which is expected, these are recorded electronically, and badges are awarded when pupils receive an allocated amount (Bronze = 50 Silver=150 Gold =300). Stars that are awarded for individual pupils in a team are collated and presented to the whole school during assembly.
- Golden book certificates.
Certificates are awarded by class teachers in a weekly assembly to recognise personal learning achievements and are recorded on the weekly newsletter
- Lunchtime stars.
Certificates are awarded by lunchtime supervisors in a weekly assembly to recognise behaviour that exceeds expectations at lunchtime and **are** recorded on the weekly newsletter
- Writer of the Week/Mathematician of the Week.

Certificates are awarded on alternate weeks by the class teacher to recognise learning achievements within these subjects and are communicated on the school newsletter

- Values tokens.
Tokens are given to pupils by staff when they have shown a core value. The token is placed in the corresponding value box. Tickets are drawn fortnightly and winners for each value are shared with the whole school and are communicated on the school newsletter.
- Showing work that exceeds expectations to other members of staff, including SLT
- End of year Headteacher's award

A poster displaying each of these rewards is displayed in each classroom (Appendix 2)

Dealing with inappropriate behaviour

When behaviour compromises safety and prevents productive learning for the individual or impacts on the rights of others to learn and be safe then the building positive relationships flow chart must be followed (Appendix 3, a pupil friendly version with pictures is displayed in each classroom). The stage numbers are for staff only and should not be explicitly referred to in front of pupils, discussions with the pupil about inappropriate behaviour should be done personally and not publicly, which could cause them to become humiliated. Incidents of negative behaviour are dealt with in a fair, respectful and appropriate way. The focus is on individuals taking responsibility for their own actions and restoring the relationships that the behaviour has affected. Budbrooke recognises that all pupils are individuals and therefore the strategies may be adapted for individual and group needs. We recognise that some pupils may have behavioural needs that extend beyond these strategies, where this is the case a personal positive intervention plan written by SLT and the SENCO will be shared with all staff and must be followed.

Stage 1 behaviour (these are examples only and are not an exclusive list)

Behaviours	Building positive relationships strategies
<ul style="list-style-type: none"> • Pupil is not applying themselves to their learning • Pupil is impacting on the learning of others • Pupil has damaged the property of others • Pupil has not respected school resources 	<ul style="list-style-type: none"> • Verbal warning given one to one • If required complete a short discussion about feelings and emotions using sentence stems and emotion cards (Appendix 4)

Stage 2 behaviour (these are examples only and are not an exclusive list)

Behaviours	Building positive relationships strategies
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<ul style="list-style-type: none"> • Stage 1 behaviour continues despite implementing building positive relationships strategies • Pupil is not safe because they are not following the instructions of an adult • Pupil is not respecting others (e.g., making unkind comments) • Pupil is not respecting adults (e.g., answering back) • Pupil had retaliated • Pupil has used inappropriate/ bad language 	<ul style="list-style-type: none"> • Verbal warning given one to one and discuss consequences if the behaviour continues • If required complete a short discussion about feelings and emotions using sentence stems and emotion cards (Appendix 4) • If the behaviour impacts on learning the pupil gives back missed learning time
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Stage 3 behaviour (these are examples only and are not an exclusive list)

SLT must be notified when pupil reaches this stage, and the behaviour log must be completed by class teacher

Behaviours	Building positive relationships strategies
<ul style="list-style-type: none"> • Stage 1 and 2 behaviour continues despite implementing building positive relationships strategies • Pupil is refusing to cooperate and risks the safety of themselves and others • Pupil has stolen something • Pupil has not respected school property (deliberate vandalism) • Pupil has deliberately hurt another pupil • Persistent bad language/ verbal abuse 	<ul style="list-style-type: none"> • Pupil is removed from the classroom (sent to another year group) • Restorative discussion with adult involved (Appendix 5) • If the behaviour impacts on learning the pupil gives back missed learning time • Discussion with parent at home time/ phone call home (parent conversation record completed and kept in class folder)

Stage 4 behaviour (these are examples only and are not an exclusive list)

SLT must be notified when pupil reaches this stage, and the behaviour log must be completed by class teacher and SLT member.

Any racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents are immediately escalated to stage 4. These incidents need to be recorded in the white folder kept in the Headteacher's office.

At this stage, the decision may be made to exclude the pupil – Please see Exclusion policy

Behaviours	Building positive relationships strategies
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<ul style="list-style-type: none"> • Serious acts of sustained violence towards pupils and adults (e.g., hitting, kicking, fighting, and biting) • Pupil puts other pupils and adults at significant risk • Bringing dangerous items into school • Leaving the school premises without consent 	<ul style="list-style-type: none"> • Pupil is removed from the classroom • Restorative discussion with pupil, adult involved and SLT (Appendix 5) • If the behaviour impacts on learning the pupil gives back missed learning time • Discussion with parent at home time / phone call home (parent conversation record completed and kept in class folder) • Pupil behaviour monitoring form is completed (2 weeks) (Appendix 6) • Persistent stage 3 and 4 behaviour – Discussion with Headteacher/ SENCO to create a personalised positive intervention plan, which is reviewed and adapted when required. This is communicated to all staff
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Restorative discussions

Restorative discussions are designed to rebuild and repair the relationships that have been affected by the behaviour, they can be used to resolve conflicts and when behaviour is at stage 3 and 4. The conversation consists of six parts:

- What happened?
- What are you thinking/ feeling?
- Who has been affected?
- What are you thinking/ feeling now?
- What needs to happen to put it right?
- Next time I could.....

Visual prompts to aid and facilitate this conversation can be found in Appendix 5.

It is important that all parties are spoken to separately in the first instance and consent is given by all individuals for the restorative conversation to take place. Where this is not the case staff must follow the prompts in Appendix 5 with everyone separately. When consent is gained from all parties follow the prompts in Appendix 5 starting with the 'harmer' first. As part of the process come to a resolution and logical consequences.

Behaviour at playtimes and lunchtimes

Promoting positive behaviour

- Pupils are able to gain a values token for displaying the five core values when they are on the playground.
- Pupils are able to gain a lunchtime award certificate that is presented during a whole school assembly and celebrated on the weekly newsletter
- Play leaders work with pupils to model playground games and model appropriate behaviour on the playground

Dealing with inappropriate behaviour

Playground rules are displayed around the school and pupils are familiar with these. The school phrase 'Stop it please' should be used by pupils if the actions of others are making them feel unsafe and they are encouraged to use this with their peers on the playground. If the behaviour continues then pupils must report this to an adult. Early intervention at this point can prevent incidents of conflict from escalating. Midday supervisors should follow the stages below:

Stage 1

<u>Behaviours</u>	<u>Building positive relationship strategies</u>
A pupil has reported that they have used the school phrase stop it please and the behaviour has continued	Restorative conversation between pupils
A pupil / group of pupils are not following the playground rules	Remind pupils of the playground rules

Stage 2

<u>Behaviours</u>	<u>Building positive relationship strategies</u>
A restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues.	Pupil is asked to sit in a specified area for a maximum of 5 minutes
Pupil is not safe because they are not following the instructions of an adult	Restorative conversation between pupils
	Remind pupils of the playground rules
	Playground equipment may be removed at this stage

Stage 3

Class teachers need to be notified of the incident at this stage

<u>Behaviours</u>	<u>Building positive relationship strategies</u>
Pupils have missed some of their playtime/ lunchtime, restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues.	Pupil is asked to sit in a specified area for a maximum of 5 minutes
	Class teacher is notified. Parents informed through discussion at home

<p>Pupil continues to be unsafe because they are not following the instructions of an adult</p> <p>Pupil has deliberately hurt another pupil</p> <p>Persistent bad language/ verbal abuse</p>	<p>time/ phone call home made by the class teacher</p> <p>Behaviour recorded on the behaviour log by the Midday supervisor involved.</p> <p>Restorative conversation between pupils</p> <p>Remind pupils of the playground rules</p> <p>Playground equipment may be removed at this stage</p>
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Stage 4

SLT must be notified when pupil reaches this stage, and the behaviour log must be completed by class teacher and SLT member.

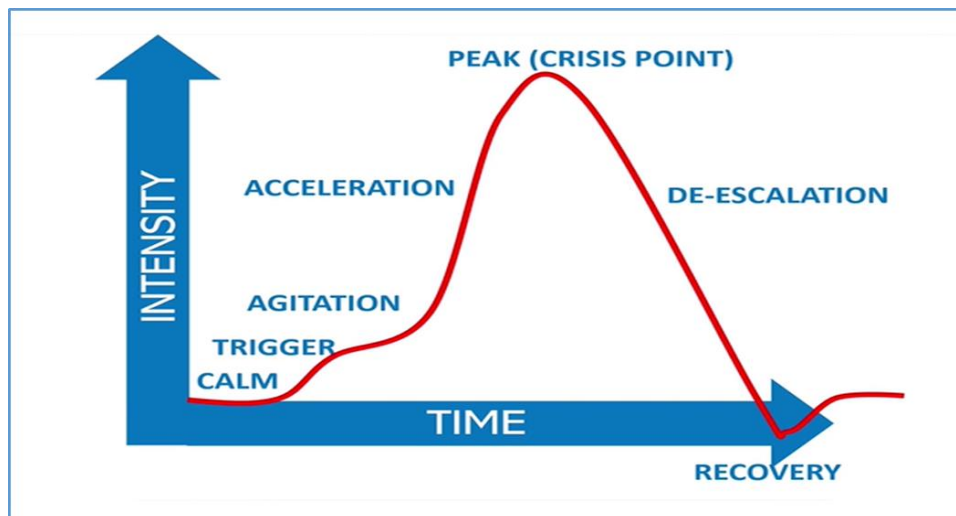
Any racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents are immediately escalated to stage 4. These incidents need to be recorded in the white folder kept in the Headteacher's office.

At this stage, the decision may be made to exclude the pupil – Please see Exclusion policy

Behaviours	Building positive relationships strategies
<ul style="list-style-type: none"> • Pupils have missed some of their playtime/ lunchtime, they are aware that parents are going to be informed, restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues • Serious acts of sustained violence towards pupils and adults (e.g., hitting, kicking, fighting, and biting) • Pupil puts other pupils and adults at significant risk • Leaving the school premises without consent 	<ul style="list-style-type: none"> • SLT is informed • Pupil is removed from the playground by SLT • Restorative discussion with pupil, adult involved and SLT (Appendix 5) • Discussion with parent at home time / phone call home (parent conversation record completed and kept in class folder) • Pupil behaviour monitoring form is completed (2 weeks) (Appendix 6) • Persistent stage 3 and 4 behaviour – Discussion with Headteacher/ SENCO to create a personalised positive intervention plan, which is reviewed and adapted when required. This is communicated to all staff

Pupils who are at crisis point

Building positive relationship strategies and promoting positive behaviour are designed to prevent pupils from reaching crisis point. Despite this some pupils may not be ready to engage immediately with these strategies and they may need time to process their feelings and emotions whilst they are feeling like they are not getting their needs met. When a pupil has reached crisis point the strategies to build positive relationships must be applied during the recovery period if they are going to impact positively on behaviour. This is shown in the model below:



De-escalating pupils who have reached crisis point

It is important that the pupil is allowed to de-escalate in a safe space away from others. During this time, it is the role of the staff member to remain calm and model positive behaviours. Stimulations such as talking and noise should be kept to a minimum and feelings should be validated, they are very real for the pupil that is experiencing them. The de-escalation process can be lengthy, and staff may swap in with other members of staff to support this process.

The use of reasonable force for control and restraint to ensure safety.

This part of the policy is based on the DfE Non-statutory advice 'Use of reasonable force Advice for headteachers, staff and governing bodies July 2013' and Section 93 of the Education and Inspections Act 2006.

To fulfil our duty of care to prevent harm restrictive physical intervention may happen when all other options have been exhausted and as a last resort.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Budbrooke recognises that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when reasonable force is used.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Reasonable force is used either to control or restrain a pupil to ensure their safety and the safety of others. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

In extreme cases when restraint is required parents will be informed and a log will be completed immediately after the incident by the member of staff involved. The incident will be recorded in a bound book with numbered pages (this is kept in the Headteacher's office). A log of the parent conversation will also be completed and kept in the class folder.