

Bonneygrove Primary School

Behaviour Policy

Subject:	Behaviour Policy
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Approved by Governors	Shen Hasekilerden



BONNEYGROVE PRIMARY SCHOOL
"Broadening Horizons"

Behaviour Policy

This Policy should be read in conjunction with:

- DFE guidance for "Behaviour and discipline in schools" (January 2016)
- Anti-Bullying Policy
- DFE/ Hertfordshire Exclusions Documents
- Safeguarding Policy
- Child Looked After Policy

Rationale and Ethos

Our ethos at Bonneygrove is centered around being safe, kind and brilliant and broadening our children's horizons. Our Behaviour Policy reflects these aims and is a whole school policy which is supported and observed by all members of the school community. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and that enables staff to act safely and with confidence. The parent/school partnership is particularly important in promoting positive behaviour and good attitudes to learning.

This policy supports the school's mission and aims by promoting the ethos of Hertfordshire Steps. All of our school community have a right to feel safe, welcome and supported. It is the responsibility of all to respect and be kind to each other.

BE SAFE
BE KIND
BE BRILLIANT

Children Looked After (please also see CLA Policy November 2020)

Behaviour at Bonneygrove is managed and led to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' including a basic knowledge of attachment and trauma on behaviour and learning and understanding of the need for positive systems of support within the school, to overcome them;

Hertfordshire Steps

This policy is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire Steps is a behaviour management approach which adopts the following principles:

- shared focus on inclusion of all children within the school
- shared values and beliefs across communities
- shared communication, diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

All staff have access to a Hertfordshire Steps trained member of staff and are updated regularly by our trainers.

Underpinning our approach through Hertfordshire Steps:

Negative experiences create negative feelings.

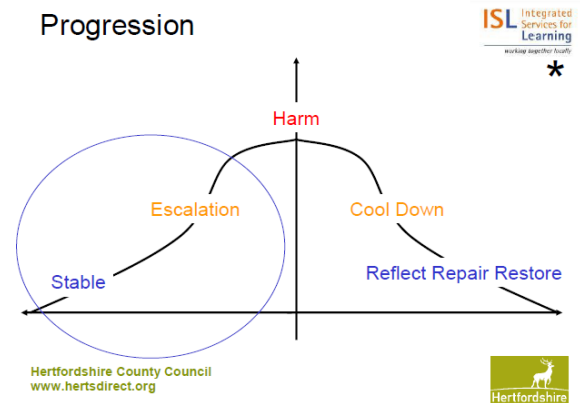
Negative feelings create negative behaviour.

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

We need to plan for 5 phases of behaviour:

- Stable
- Escalation
- Harm
- Cool Down
- Reflect, Repair & Restore



When pupils are well engaged and learning, we need to **'catch them getting it right'**. This can be by recognising and rewarding their efforts through praise, 'Golden Stars', charts, certificates, or anything which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

Children and Young People 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to restore relationships

Pro-social behaviour will be developed through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness
- Kindness

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs and learning styles which is in line with the vision of the school.

Planned responses to escalating behaviour can include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Consequences related to the incident

We believe that behaviour should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- *Injuring self or others*
- *Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)*
- *Causing damage or*
- *Engaging in behaviour prejudicial to maintaining good order, teachers may use 'reasonable force' to resolve the situation.*
- Reasonable force includes:
 - *Physically interposing between pupils*
 - *Blocking a pupil's path*
 - *Holding*
 - *Leading a pupil by the hand or arm*
 - *Shepherding a pupil away by placing a hand in the centre of the back (in extreme circumstances) using more restrictive (Approach trained) holds, only if trained to do so*
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These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child.

RESPONSIBILITIES

The Governors will:

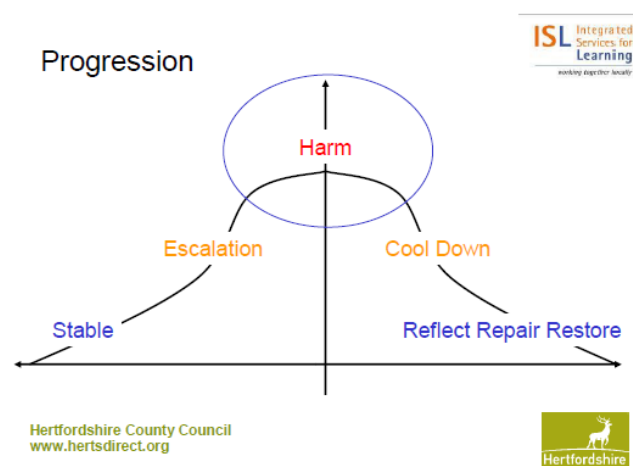
- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

The Management and Leadership Team will:

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful and kind behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents to secure and promote positive behaviour

All staff will:

- work in partnership with parents and carers to promote positive behaviour



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- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate positive behaviour
- share responsibility for behaviour management

All Children will:

- respect one another and themselves
- make behaviour choices that are sensible
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

All parents/carers will:

- support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- abide by and agree to the schools Home School Agreement- (November 2020 to include addendum regarding Home learning during isolation or Covid related absence).

Lunchtimes

Our aim is to be proactive in engaging children in play activities during the lunchtime session. Lunchtime Midday Supervisory Assistants (MSAs) work closely with all school staff to ensure that the expectations of our children remain the same throughout the school day. To support positive behavior at lunchtimes we promote effective communication between teachers and MSA. 'Orange cards' are used, in line with being Safe and Kind and Brilliant, to encourage individual children to make good behavior choices at lunchtime.

Individual	Whole Class	Whole School
<ul style="list-style-type: none">- Stickers and Stars used by ALL staff outside of children's class.- Headship Team stickers for exceptional attitude towards learning (reaching the top of the diamond)- 'Orange Cards' to support individual children to make good behaviour choices- 'MarvellousMe' reward Text sent to parents	<ul style="list-style-type: none">- Behaviour Diamond/Behaviour Rainbow (see appendices IV and V)- Continual encouragement (verbal) to those children who are complying and to a child who has modified their behaviour- Age appropriate, personalised class reward system.	<ul style="list-style-type: none">- Rewards for improved behaviour and consistently good behaviour through earning 'Golden Stars'Learning Powers are celebrated in assemblies

All Staff at Bonneygrove will strive to achieve a consistent approach when issuing rewards and using schools systems for positive reinforcement.

Inappropriate Behaviour Choices and related Consequences

	Examples of Inappropriate Behaviour	Action Needed
Level 1	<ul style="list-style-type: none"> calling out / talking over others disruption to other children time delaying name calling unwillingness to remain on task reluctance to follow instructions (refusal/defiance) inappropriate language verbal or physical retaliation non-compliance with general class expectations 	<ul style="list-style-type: none"> Verbal and non-verbal warnings issued by an adult Visual warnings (age appropriate class system) Move the child to a different seating place Offer limited choice either...or... Offer an appropriate consequence ..if you continue to...then... Time Out in class at a separate work area in class Relevant intervention / support offered "My Reflection" activity to be completed <p><i>*Child must be debriefed by the class teacher about the behaviour at the next appropriate time</i></p>
Level 2	<ul style="list-style-type: none"> continuous Level 1 behaviour as outlined above despite interventions physically or emotionally hurting another child deliberately kicking, punching, biting, spitting, fighting swearing or persistent rudeness throwing objects around room damage to school or personal property <p><i>* These apply whether the child is the instigator or acting in retaliation</i></p> <p><i>*Repetitive level 2 behaviour will result in the issue of level 3 consequences</i></p>	<ul style="list-style-type: none"> "My Reflection" activity to be completed Time away from peers at break/lunchtime - with class teacher or SLT Internal time away Level 1: Time Out, with work, to parallel class Internal time away from peers level 2: Time Out, with work, to a senior leader in class Internal time away level 3: Time out with a member of the Headship team or senior leader not in class Meeting with child and parents to decide on course of action Introduction of 'Behaviour Support Plan' with specific targets (Child to Report to SLT/AHT/DHT/HT) <p><i>*Child must arrive at time away with their work and a post-it indicating how long they must stay.</i></p> <p><i>*Child must reflect on their behavior with the class teacher about the behaviour at the next appropriate time</i></p>
Level 3	<ul style="list-style-type: none"> serious physical / emotional assault to a child serious physical / emotional assault to a member of staff serious damage to school or personal property continuous breach of rules (Level 1 or 2), despite intervention involving staff, DHT, HT and parents 	<p>Where any of the above has not had an impact over time or for an isolated serious incident, the following procedures should be followed:</p> <ul style="list-style-type: none"> Isolation within school on a 1:1 basis. <p><u>Follow Hertfordshire Exclusion guidance</u></p> <ol style="list-style-type: none"> Exclusion - fixed term Exclusion - permanent

**All level 2 & 3 offences to be reported via CPOMS the same school day. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.*

** Parents to be informed following all Level 2 & 3 behaviours. Level 1 behaviours will be reported to parents at the discretion of the teacher*

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**Staff will exercise professional judgment at all times to ensure responses are appropriate and proportionate to the behaviour.*

** Staff will ensure that a child is not repeating their story unnecessarily. Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences.*

NB: fixed term exclusions may be implemented in some incidents that result in harming children, staff or property where an investigation has led to serious breach of school rules. This is decided on a case by case basis and will involve the HT and reported to at least one Governor.

Recording and Reporting arrangements

The school keeps a variety of records of incidents of challenging behaviour. The class teacher records incidents with reference to the warning system; we also keep a record of serious incidents that occur at break or lunchtimes. **Staff are to ensure that all level 2 & 3 offences are logged and details recorded via CPOMS the same school day.** CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

A record of any pupil who receives a fixed-term or permanent exclusion is kept by the school.

Racial and Homophobic incidents are recorded on specific forms and reported to the Governing body termly.

Parents are to be informed following all Level 2 & 3 offences. Level 1 offences will be reported to parents at the discretion of the teacher.

Pupils' Conduct outside the school gates

As stated by the DFE:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The De-Escalation Process (Child in Crisis)

Bonneygrove staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations we refer to the child as being 'in crisis' rather than saying

'kicking off', 'stopping' or 'playing up'. Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles		De-Escalation Script
Use the child's name	➔	Child's name
Acknowledge their right to their feelings	➔	I can see something has happened
Tell them why you are there	➔	I am here to help
Offer help	➔	Talk and I will listen
Offer a 'get out' (positive phrasing)	➔	Come with me and.....

Enrichment Activities

Theatre groups, class visits etc... are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the HT reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability (refer to the Inclusion Policy).

Inclusion

At Bonneygrove Primary School our school ethos is 'Broadening Horizons' and we are focussed on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support -Wave 2). Where this support does not meet the child's needs, Wave 3 (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Inclusion Leader and/or HT.

Please refer to the Inclusion Policy

In exceptional circumstances it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

Systems for the Start of the academic year

Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children's history. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

Behaviour Agreements with the Children (School Rules: to be safe, kind and brilliant)

During the first week of term, each class are responsible for discussing and agreeing our school and class rules. This is referred to as a class charter. The class discuss the following:

- expectations for all
- How we learn well here
- How we feel safe here
- How we show respect here

Language of Behaviour for Learning

We aim to use consistent language across Bonneygrove Primary School, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour. Interactions need to be assertive, directive and non-confrontational - (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Outlined below are examples of how we address children:

Always use inclusive pronouns to build the team idea ... We/Us/Our etc

"At our school/in our class/at Bonneygrove..."

Interactions - Describe and Direct

Don't ask can you/will you ... ? - These often result in a 'no!'

Instead:

- Describe what you see
- Direct what is required

Examples of Negative Phrasing (Not Expected)	Examples of Positive Phrasing (Expected)
"why are you talking?"	"x - you are talking. This is listening time. Please Stop."
"why are you fiddling with that...?"	"x - you are fiddling with... That is distracting. You need to..."
"don't run"	"Walk... Thank you"
"don't play with that pencil."	"Put the pencil down... Thank you"
"stop staring out the window/daydreaming."	"Looking and Listening - eyes this way... Thank you"

Appendix I - Reflection Activity

"My Reflection"

Remember - You Own Your Own Behaviour

- What did **you** do and why did you do it?

- Which rule did **you** break?

Treat everyone with kindness and respect	Use good manners	Take good care of our school	Call others by their proper names	Use our voices appropriately
Keep our hands and feet to ourselves	Look after our own and other's property	Be honest, even if you make a mistake	Always walk sensibly and carefully around the school	Be careful and keep safe out of school

- What will **you** do in future?

Name _____

Date _____

Remember to write neatly and in full sentences. Explain yourself clearly.

Where am I up to?	<h1 style="margin: 0;">Behaviour Support Plan</h1> <p style="margin: 0;">You Own Your Own Behaviour</p>	Bonneygrove Primary 
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Name: _____ Class: _____ Date: _____ Day: _____

Ticks:				
0 ticks - Not met 1 tick - Partially met 2 ticks - Met				Total
1st Session				
Break time				
2nd Session				
Lunch time				
3rd Session				
Break time				
4th Session				

Target for today: Maximum: _____	Today's total _____
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Comments (for parents, children and staff to contribute to):

Good Luck

Our class charter

We are kind

WE ARE HELPFUL

We are tidy

We say please and thank you

We say sorry

We forgive each other

WE HAVE FUN LEARNING

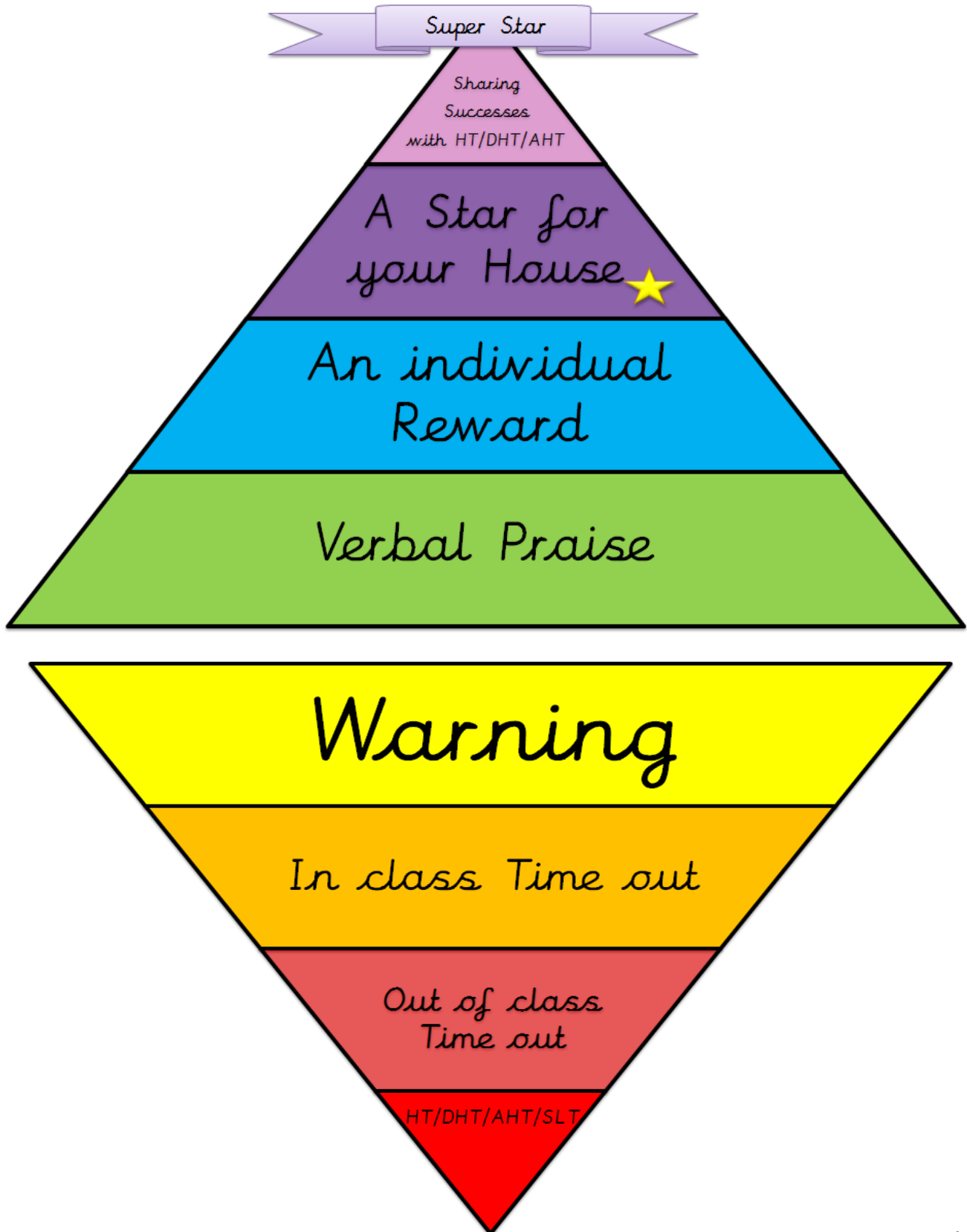
We are hard working

We work peacefully

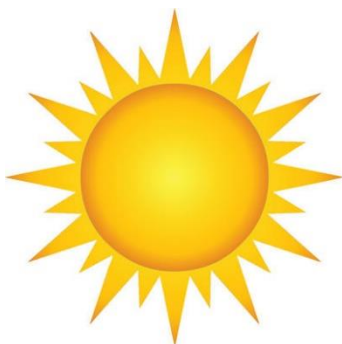
We are independent

We make each other happy

WE ARE A TEAM



In EYFS and KS1 a visual behaviour chart is used. This consists of a rainbow, sunshine, rain cloud and lightning cloud.



All children will start with their photograph/name on the sunshine every day.

Children will be rewarded for inspirational learning behaviours and achievements and their photograph will be placed onto the rainbow.

If children need reminding of learning behaviour expectations, they will be given a warning. If they still continue to make the wrong learning choice, then their name/photograph will be placed onto the rain cloud (by adults).

In the very rare case, if a child still continues to make the wrong choices, then they will go to the parallel class for 5 minutes with a sand timer and their name/photo will move onto the lightning cloud. The class teacher/learning support assistant will log children who are sent out onto the school CPOMS system.

Children must be encouraged to make it back onto the sunshine during the day once behaviour has improved.