

Brighter Futures Academy Trust
Positive Behaviour Management Policy

Policy

Field Lane Primary School



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
V.Dear	October 2014	October 2015
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Mission Statement; At Field Lane, we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self esteem and self discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers are expected to actively support, model and encourage the positive behaviour of their child throughout their time at Field Lane. We believe by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Field Lane how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work in school have a responsibility for behaviour. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We aim to work together with parents to ensure consistent expectations for behaviour are maintained by all .

School Code of Conduct-School Golden Rules

We expect all children at in school to follow the behaviours which are emphasised in our school's Code of Conduct and school values the rules encourage pupils to -

Always aim high, try your best and make good choices.

Always show respect to each other by being kind, polite, caring and listen to each other.

Always follow instructions given by any member of staff.

Always look after our school's property and other people's.

Always play/work kindly with others and share equipment and space.

The precise wording of the school code of conduct is adapted so that they it is appropriate to all key stages and year groups. Class rules and mission statements are clearly displayed in all classrooms and around school. Parents are provided with updated copies of the School Code of Conduct and are expected to support their child in following the school code of conduct.

Restorative Justice;

We use a restorative approach to resolving any issues of conflict or disagreement across school. All staff use the same three questions with all pupils involved in an incident ending with actions discussed with the pupils being taken to resolve the situation in a positive way and improve relationships between pupils all involved.

Strategies for promoting positive behaviour

We use a range of strategies throughout school for promoting positive behaviour and a safe, secure learning environment through school throughout the school day. See Appendix 1 for further details.

Positive rewards

At Field Lane, our emphasis is on positive behaviour. We praise and reward positive behaviour by: -

Praise – verbal praise, Fabulous Field Lane stickers/stamps, friendly word or gesture, referral to another adult including the Head teacher or someone significant to that child.

Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. prefect) or responsibility (e.g. give out registers, take messages).

Class points/rewards-all pupils work towards a class treat

Informing parents – communicating good news whenever possible, sending home text messages, or sometimes a phone call, awarding certificates, teacher praise pads

Fabulous Field Lane Awards – rewarding children for hard work, good manners, positive attitude, qualities including kindness, thinking of others, trying something new, overcoming a barrier to learning, sporting achievements, etc. These are given out weekly in Praise assemblies.

Weekly Star Awards – given out in praise assemblies every week to recognise excellent effort, attitudes or achievement.

Special Event –children are invited to participate in a special, extracurricular event or opportunity

Head teachers Certificate – given at the end of every term in the Praise assembly for the term.

Citizen award-half termly in recognition of thinking of others in their community

Wise owl award-half termly for progress in a particular aspect of the curriculum

Parents and families are notified by text if their child is going to receive an award in the Praise assembly, a minimum of 24 hours notice is given to families.

These rewards are given to reinforce and encourage further good behaviour. All adults in school participate in behaviour management and can give incentives and rewards. Rewards may be given to an individual, group or a whole class. Rewards may be personalised and linked to a specific subject or activity e.g. good manners at lunchtimes, play award,

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived

- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

We have divided inappropriate behaviour into three categories. Examples are as follows
Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and teaching assistants. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others work.

Medium level - This is behaviour that could lead to involvement of a senior teacher. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.

High level - This is serious behaviour that would lead to involvement of the Head of School or Deputy/Assistant Head of School and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

Playtime behaviour consequences;

E.g. of low level playground behaviour -Not sharing, taking turns or low level name calling

Consequences – Warning, reminding to the children how they should behave and your expectation

E.g. of medium playground behaviour – Not following instructions, spitting, throwing equipment, entering the school building without permission

Consequences – Time out bench for a given amount of time – talk to child about their behaviour before they leave the bench

E.g. of high level playground behaviour – swearing, fighting, deliberately breaking equipment and inappropriate use of the toilet

Consequences – child sent into school for time out a member of the LST team is sent for parents are contacted and the child may be put in the TOZ for a specific number of sessions or further actions taken.

The Head of School may also consider asking parents to accompany their child in school during lunchtimes in cases of repeated, or extremely inappropriate behaviour or their child may be sent home at lunchtimes for a specified amount of time.

Classroom behaviour system

Teachers have the right to teach and children have the right to learn. Children who are not following the 'Field Lane Golden Rules' stop teachers from teaching and stop themselves and others from learning.

The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. After one verbal reminder the child's name card is moved from the green area of the traffic light display in the classroom to the amber area, the child is told that they are now on amber and need to make the correct choice. If they do so their name is moved back onto green.

If a child persists in the inappropriate behaviour their name is moved to red on the traffic light system and they are then asked to move to another location to work this may be a space in the classroom or an adjacent classroom. The child can then return to the classroom when they are able to do so without causing further disruption.

If a child persistently disrupts a lesson and is removed from their classroom more than once in a session then they are put in the Time Out Zone for that day and a text is sent home to their parents.

Parents are invited into school to discuss their child's behaviour if their child is in the TOZ for three times in one week. Further strategies and options will be discussed with the parents as appropriate to the behaviour and child. At this stage the school will try to work closely with parents to establish systems that effectively build a partnership between home and school, this may include placing the child on a behaviour chart and or behaviour contract to set targets for improvement and to monitor behaviour more closely. Parents will be expected to come with their child to school to show support for our behaviour management strategies.

A child may be referred to the Headteacher if the behaviour is extremely serious. All such discussions and behaviour incidents are recorded in behaviour logs and on our electronic recording system CPOMS so that a clear log of support, interventions and impacts can be built up and evaluated at each stage.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. All children's names are returned to green at the end of day, so that children know that they have another opportunity to make good choices.

Confiscation of child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts child's attention from learning, promotes inappropriate behaviour or is perceived by a member of staff as being dangerous will be confiscated.

Under the general power to discipline (**see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details**) a member of staff is able to confiscate, retain or dispose of a child's property. All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent / carer. Items which are deemed to be dangerous may be kept by the Head of School for further investigation.

Exclusions

These may be used in cases of extreme behaviour and include internal exclusions and isolations, fixed term exclusions and permanent exclusions. Please refer to the exclusion policy for further information.

Children with special educational needs

We expect all children to abide by the Field Lane Code of Conduct . As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties on School Action or School Action Plus of the SEN Register may:

- Have regular meetings with their teacher and parents/carers
- Be placed on a behaviour chart or contract by the Head of School. A decision is made involving the child, Head of School and parents as to when the child is removed from a chart. This is usually done over a period of time.
- Have targets for behaviour on their IEP or have an Individual Behaviour Plan as deemed appropriate.
- Meet regularly with the Inclusion manager and /or the Head of School to discuss progress toward targets.
- Parents and families will be kept informed of their child's progress through regular meetings.

Children who have a full Statement of Special Educational Needs may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews with parents and other agencies as appropriate.

Monitoring and evaluation of Behaviour

All staff will be responsible for monitoring behaviour at Field Lane School, however the Headteacher, Deputy head, SENDCO and Learning Mentor will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported to the Safeguarding team each term.

Identifying and recording difficulties

- Teachers keep records of all incidents involving inappropriate behaviour in a class behaviour log. Incidents are updated regularly onto an electronic system.
- Staff may annotate child's work to highlight circumstances.
- 'Time Out' slips are recorded in the TOZ log kept by the Learning Mentor.

Recording of strategies for improvement

- The class teacher and Inclusion manager record targets for the child on his/her Individual Education Plan or IBP if the child is on the SEN Register.
- Children may be put on a behaviour chart to monitor daily progress, which is shared with parents.
- Reports from Educational Psychologists, etc will assist staff in managing child behaviour and raising self-esteem.

Monitoring of the Behaviour Card System

The Head teacher and other members of the SLT monitor the behaviour charts, behaviour logs and TOZ logs regularly to ensure a consistent and fair approach is used across school. Lesson observations and learning walks also monitor the use and effectiveness of the school's behaviour management system.

Evaluation Criteria

Child behaviour has improved if:

- The child consistently achieves his/her IEP/IBP targets.
- The child no longer requires a weekly behaviour chart
- The child is not registered as red/amber on the class behaviour triangle chart.

CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF

All new staff are provided with school policies as part of their induction process. CPD is provided through staff PDMs and specific training programmes.

LINKS WITH OTHER SCHOOL POLICIES

Anti bullying, Acceptable Use of the Internet Policy, SEND Policy, Physical Intervention, Exclusions

MONITORING AND REVIEW

This policy will be reviewed on an annual basis in consultation with stakeholders.

SIGNATURE/DATE

Chair of Governors.....

.....

Date

Appendix 1; Strategies used across school to promote positive behaviour.

Praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, reminders or reprimands are given as privately as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Some children find direct praise hard to handle, so praise is as descriptive as possible and staff are sensitive to the impact. Allowing a child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker.

Catch them being good

All staff are encouraged to focus on the positive actions, attitudes and contributions of all pupils across school to build pupils self esteem. Children will learn that they receive attention and praise when they are on task and making positive choices. This can be difficult for some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement. All staff within including administrators, site supervisors and teaching staff are provided with Fabulous Field Lane stampers and stickers to reward positive behaviour

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Staff focus on acknowledging a child's feelings which can pre-empt them resorting to other ways to get attention.

Give them a choice

Children are given a choice as often as possible to deflect behaviours.. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. All staff in school consistently follow routines and procedures to support t pupils sense of security, so that pupils feel safer and therefore less anxious.

Model desired behaviour

Adults within the school model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. . Staff throughout school work in a position where they can see what is going on and scan for children who are off-task and quickly re-direct children before behaviour has become disruptive.

Staff listen for changes in patterns of conversation, which might indicate off-task behaviour and make pupils aware of their presence felt by a look or by repositioning yourself.

Listen to children

Staff listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Staff follow up concerns raised and complaints made ASAP .Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom,

children can also write worries and/or concerns down on a worry slip which is then placed in the class worry box. These are checked and followed up daily by either the Learning Mentor or child's class teacher.

Maintain frequent contact

Staff aim to make frequent task-centred contact with all children. This communicates that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, staff make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, staff focus returning their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, staff **MUST** consider the following:

- Position in class
- Proximity to disruptive children
- Facial expression
- Tone of voice
- Posture
- Choice of words
- Use of eye contact

All staff aim to diffuse incidents and resolve issues in a calm manner taking into account the health and safety of the pupils involved, other pupils and staff.

Appendix 2 ;Restorative Justice

We are continuing to develop a 'Restorative Justice Approach' to support pupils in regulating their own behaviour and understanding the impact that their actions have on others in the school community.

The four questions below are used by all staff when responding to behaviour incidents across school.

- 1. What has happened?**
- 2. How has it affected others?/ Who has been affected**
- 3. What do we need to do now?**
- 4. What do you need to think about/change?**

Staff ask these questions in a neutral tone of voice, pupils take turns to speak and are expected to listen respectfully to each other's point of view. Agreed restorative actions are agreed and carried through as soon as possible to rebuild positive relationships between pupils.

