



Mary Tavy and Brentor Primary School

Positive Behaviour Management Policy September 2022

Enjoy, Learn, Succeed

Intent Drivers – Our Core Values			
Perseverance	Aspiration	Respect	Collaboration

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www.marytavyandbrentorprimary.co.uk

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This policy is shared with all members of staff, supply teachers and students working on placement at our school as well as volunteers. Staff review the policy annually to ensure it remains current and fit for purpose. In order for good behaviour to be maintained it is important that **all members of staff, whatever their role, consistently implement the policy.**

Rationale

We wish to ensure that children attending our school have clear guidelines for behaviour which will teach them to become considerate and self-disciplined citizens. They need to understand that communities only function when individuals are considerate and show respect for others, for property and the environment. We wish to develop children's understanding of the ways in which their behaviour, as children and then as adults, has an impact on the world around them.



We work hard to ensure that our Mary Tavy and Brentor Primary School rules and sanctions are devised for the good of our school community and provide a platform for effective learning; that they are used consistently across the school and that they are applied fairly, proportionately and equitably, taking into account SEN needs and disabilities and the challenges some vulnerable pupils may face. It is important that this policy reflects the rights that children, staff and parents have to enjoy a safe and productive learning environment.

Expectations

We, the staff, have high expectations of behaviour for all, and we know that excellent behaviour comes as a result of caring and meaningful relationships between staff and pupils. We are committed to modelling, supporting and developing appropriate behaviours during the children's time in the school. We acknowledge that vulnerable and young children will need support and consistency from all staff to enable them to learn to express their needs and feelings in appropriate ways as this sets the tone for lifelong learners. Our high expectations apply on educational visits and when attending other venues with or on behalf of the school.

Aims

- To promote a caring and co-operative ethos for effective teaching and learning.
- To ensure that a productive and safe learning environment will be maintained at all times.
- To display our school values and to regularly bring them to the children's attention.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures.
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes.
- To create a happy and safe environment for children and adults.
- To keep parents informed of the policy, and its principles and procedures for rewards and sanctions.
- To support children whose behaviour gives repeated cause for concern and reduce the risk of exclusion.
- To develop an understanding of the ways in which our behaviour has an impact on our families, friendships, workplaces and society as a whole.

We recognise that children will need time, space and support to enable them to have awareness of boundaries set and of behavioural expectations in the setting. We follow a 'positive assertive discipline' approach where children are given time to reflect and modify their behaviour. (See 'procedure' attached). All staff have discussed and identified strategies and techniques to enable the children to learn to do this.

All new children will be given time to become familiar with their new surroundings and our expectations of behaviour in line with the school values.

We recognise that some children will need additional support in order to learn and develop an understanding of appropriate behaviour. This may involve working with parents or outside agencies.

Promoting Good Behaviour

We aim to be pro-active in our approach to behaviour education and management by adopting a variety of positive strategies. We recognise that positive behaviour reinforcement and recognising children's achievements socially as well as academically, is the most effective form of behaviour management. We seek opportunities to praise good behaviour and achievements, with individual pupils, classes and as a whole school. Once a week we have a whole School 'Celebration' Assembly which gives a wider view of children's achievements.



We seek to provide an exciting curriculum delivered by high quality teaching that engages children's interest, presents challenge and takes account of differing modes of learning, thereby reducing the possibility of inappropriate behaviour. Every class learns PSHE regularly based on progressive skills which are appropriate to the age of the pupils. Teachers spend time discussing and modelling appropriate behaviour with the children and this is linked to PSHE and the school's values. We recognise that parents have a very large role to play in promoting good behaviour and encourage all parents to support the behaviour section of our home/school agreement.

We promote good behaviour through the use of:

- Positive values
- Knowing children as individuals and fostering good relationships
- Our House 'Reward Systems
- Positive Playtimes
- Our Anti-Bullying Policy

The school values are displayed throughout the school. These were revised with pupils, staff and parents in September 2022 staff reference these with the children on a daily basis. Our house captains contribute towards the promotion of these values throughout the school. Where needed, classes or individuals may have extra guidelines or prompts to support positive behaviour.

Knowing Children as Individuals

We recognise children as individuals and acknowledge their strengths as well as understanding what they find more difficult. All staff are committed to supporting these individual needs.

Our Reward System

Staff use whole school House system for promoting expectations of behaviours for learning and conduct.

House System

All children are allocated to a House – siblings will be in the same house.

The Whole School House System, promotes a positive and inclusive culture. The system has been embedded over the academic year 2021-22 as it was new in September 2021 to promote a caring and supportive environment where all are valued and can demonstrate loyalty and allegiance while contributing to the success of their House. The aims of the of our new House system are

- Promote positive self-esteem, self-identity, belonging, integrity and pride amongst all children
- Peer support to help promote positive mental health.
- Promotion of responsibility and pupil voice, team work, cooperation, communication and leadership skills for the prefects
- Constant and consistent encouragement for children by their peers to achieve their best.
- Develop a common goal so that children feel more connected to and involved with the school community around them.
- It facilitates discussions between the most infant and most senior of our school and foster friendly competitive spirit along the way

Positive Playtimes

We encourage positive play times and lunchtimes by providing a good supply of play equipment and other resources. We also work with a group of children who become either play leaders, lunchtime helpers so that they can support mealtime assistants with directing the children to stimulating activities.

September 2022



Anti-Bullying Policy

The school takes measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour by using, amongst others, preventative strategies that actively develop pupils' social, emotional and behavioural skills.

The Anti-Bullying policy is understood by all staff and is used in conjunction with this policy.

Managing Inappropriate Behaviour

Clear strategies are in place for dealing with behaviour that is inappropriate. See **PROCEDURES and PROCESS** in Appendix.

Behaviour Monitoring

The class teachers are principally responsible for the day-to-day management of the behaviour of children in their class and all staff have a collective responsibility for behaviour outside the classroom. They should act in accordance with the agreed procedures at all times.

Knowing children as individuals, all staff seek to be aware of the potential reasons why a child may be displaying negative behaviour. At staff meetings there is a regular agenda item for pastoral issues, when staff discuss matters of behaviour as well as sharing information where appropriate about key children to be aware of. We know that the identifying the underlying cause is key to managing behaviour- "a difficult child may be a child in difficulty". Staff will be particularly aware of children who display a change in behaviour, who suddenly become withdrawn, disruptive, aggressive or anti-social or who display other behaviours that give cause for concern. When these situations arise they are referred to the Designated Safeguarding Lead (Clare Davies, Headteacher) or deputy Designated Safeguarding Leads (Kere Ascot and Rebecca Hillier) who assess the situation, consider the best strategies for helping the child and may consult with parents and other agencies.

Recording Behaviour

Pupils occasionally need a quick reminder during lessons to focus or show appropriate behaviour and this happens as part of positive relationships between staff and pupils. These incidents would not normally be recorded. Where there is a more significant concern about behaviour, it is the duty of each member of staff to record behaviour incidents on our online reporting system. Where possible, these should be reported by the staff member who was most directly involved with the incident. Behaviour concerns are reported factually. Any actions relating to a behaviour concern are linked to the initial report. Behaviour incidents are monitored by the Headteacher, on an ongoing basis and reported on termly to governors by the Headteacher in the Headteacher's Report.

Further Behavioural Support

Children whose behaviour is repeatedly a cause for concern will receive support from the Head Teacher, together with other relevant staff and possibly outside agencies. It is crucial that parents are involved at this point as we work together to support the child. Occasionally, this may result in a pupil requiring a Pastoral Support Care Plan (PSCP) and this will be developed with the child, school staff and parents.

The school policy still applies, but the sanctions/strategies employed will be in accordance with their PSCP. Information regarding these children and their PSCP is shared with all appropriate staff. PSCPs are the subject of regular 6 weekly reviews.

Exclusions

The school seeks to promote inclusion by working together with families to identify needs at an early stage. In cases of persistent or extremely anti-social or disruptive behaviour, the Headteacher may decide that an exclusion is necessary. This will always be logged by the school and discussed with parents. There are different levels of exclusion. The examples given here are illustrative and every case has to be considered by its unique circumstances.

1. Internal Exclusion: a child will be internally excluded if they are aggressive towards another child without provocation including fighting. This takes place for a lesson/day as deemed appropriate by the Headteacher or Deputy Headteacher. An internal exclusion means that a child will be taught within school but away from other children. It also means that playtimes/lunchtimes will be spent away from other children. A child will be supervised by an adult at all stages of internal exclusion. Parents will be notified of an internal exclusion. If a



child has a pattern of internal exclusion, the school will seek additional support from outside agencies and will write an BCP for that child.

2. Fixed Term Exclusion: this is used for continuous disruptive behaviour (level 2) over a period of time or a one-off incident (level 3) which is considered dangerous or threatening or completely disruptive to the running of the school. The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the Chair of Governors, and parents have a right of appeal to the governing body.
3. Permanent Exclusion: this is only used in extreme cases after other forms of intervention may have failed to solve problems of behaviour with a child. At each stage of the process, Devon Inclusion Team and the school leaders will work together to support the child, and family. This must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the governing body.

This document should be viewed in conjunction with the following policies:

Anti-bullying,
SEND
Safeguarding



PROCEDURES

Reporting of Behaviour

Everyone has a duty to report level 2 or 3 behaviour incidents or persistent level 1 behaviours on our online reporting tool. If a member of staff does not have access to this, they need to see the Headteacher, who will provide them with a behaviour log form to complete. Incidents should be recorded whether they happened in lessons, at play or lunch time, or outside the school day. This will help to build a full and accurate picture.

Levels of behaviour

Through staff discussion it has been agreed that there are 3 levels to behaviour in the school. School staff to use their professional judgement when deciding at which point unacceptable behaviour becomes level 1, 2, or 3.

Level 1	
Behaviours that can be managed effectively within the school environment by staff	
Low level behaviours	Suggested response
Calling or shouting out Ignoring instruction or warning Refusal to work Out of seat Running in school Lack of manners Squabbling, teasing Queue jumping Answering back Pushing or pulling, rough play but not aggressive.	Non-verbal signals to remind of good behaviour choices. Describe the expected behaviour. Praise those doing as expected, and give child time to respond and make a good choice. Ask the child to change the behaviour and praise them when they do. Be proactive and use knowledge of child to pre-empt situations. Intervene with distraction if appropriate for that child. Use tactical ignoring or direct attention away from the child to give them a chance to self-correct in a set period of time. Catch children 'being good'. Offer choices to give responsibility and ownership of behaviour to the pupil. Refer to the school values and ask the pupil to reflect on how they are meeting them.



Level 2

More serious behaviour that is not so easily managed within a classroom or outdoor environment

Medium level behaviours

Aggressively bumping or pushing other children following an escalation of rough play.
 Damage to property
 Arguing back
 Defiance
 Running off
 Swearing
 Continuous level 1 behaviours

Suggested response

Keep using level 1 responses.
 Give a warning and offer the child the chance of 'making the right choice'. Inform the child of the possible and follow through if needed.
 Sanctions should be manageable. You may simply ask them to correct their actions and apologise, depending on the pupil and the behaviour.

Level 3

Very serious behaviour or persistent level two behaviour such as dangerous and aggressive behaviour: formal involvement of the Headteacher, together with the parent.

High level behaviours

Physical violence towards peers/staff with intent to harm – kicking, punching, biting etc
 Abusive language
 Running off – escaping or absconding
 Dangerous behaviour
 Putting themselves or others at risk
 Continuous level 2 behaviours

Suggested response

Keep using level 1 and 2 responses, where appropriate.
 Calmly ask the child to stop.
 Observe, give space, keep distance of yourself and other children.
 Send another adult or a child for help if needed.

 Physically intervene if this is the **only** way of ensuring safety of the child or others.

Process for level 1 behaviour:

After a warning ask the child firstly to,

1. Move to a different space in the class (or playground, by adult, at playtime or lunchtime) to reflect on their behaviour. This is to give children chance to reflect on their behaviour and remove them from the situation. On return if there is a repeat of behaviour continue as follows.
2. Move to a different space in another class. The length of time out needs to be age/need appropriate and should be the minimum necessary to have an impact on the child. The purpose of this is to provide a separate space for reflection so that the pupil can return to their own classroom for a fresh start. On return, if there is a repeat of behaviour continue as follows.
3. Send to teacher who will ask the child to reflect on their behaviour and have a final chance to reflect and make a good choice before they come back to class. On return if there is a repeat of behaviour continue as follows.
4. Send to Head teacher. Children who are sent to the headteacher will have a behaviour reflection conversation. Where appropriate, the children will complete a written behaviour reflection before discussing it with the headteacher, or for younger pupils, the headteacher will scribe and guide the children to reflect and make a plan



for change. These reflections are signed by pupil, headteacher and parent. These are logged as reports on our online recording system.

Level 2 behaviour:

The process for Level 2 behaviour is as for level 1, however there will be an expectation that the child addresses the behaviour with responsibility and makes reparation as is appropriate, for example by talking with staff/peers and apologising. We recognise that some children may need time to calm down before adults can talk through their behaviour with them. All staff know that they may need to give children time and space to reflect on their actions before following up the consequences of their behaviour. Staff must however make it clear that the child understands that discussion will take place once they have calmed down. It is at the adult's discretion where and when this takes place.

Level 3 behaviour:

1. Ensure the safety of children by asking the child to remove themselves from the situation to a safe place.
2. Remove the other children away from the situation to another space if required.
3. Call another member of staff for support.
4. All children displaying level 3 behaviours will have a reflection conversation with the Headteacher. This should take place on the day of the incident/s wherever possible. The pupil will be expected to reflect on the behaviour shown and make a plan for improvement. This will be shared with the parent.
5. All level 3 behaviours must be logged.
6. If a child leaves the site, **do not follow them**. Let them know that you will be contacting the police and their parents and do so immediately.
7. Physically intervening is a last resort to keep others safe and will be done in accordance with latest government guidelines. Regular training in safe handling is undertaken by a number of school staff and, wherever possible, these members of staff should be called on to move children if needed.

Process at lunchtimes:

After a warning ask the child firstly to,

- 1) Stand with the staff member on duty for a fixed period of time.
- 2) Have reflection time
- 3) See the headteacher if behaviour persists
- 4) If behaviour is level 3, send pupil straight to Headteacher or nominated Teacher in the Headteacher's absence (record incident as soon as practical)



