

Positive Behaviour Policy and Procedures 2023-2025

PERSON RESPONSIBLE FOR POLICY:	<i>MRS MARY JAMES</i>
APPROVED:	<i>FGB JUN 21ST 2023; CHECKED JAN 2024</i>
BY:	<i>FULL GOVERNING BODY</i>
TO BE REVIEWED:	<i>ANNUAL CHECK; BI-ANNUAL REVIEW</i>

At Boughton Primary all staff work in partnership to ensure the highest standards of behaviour and conduct. Our expectation is that all staff have a shared responsibility to influence the positive behaviour of pupils.

In the event of additional advice or support being necessary, the named senior personnel with designated responsibility for Positive Behaviour management are:

Head Teacher	Deputy Head Teacher	EYFS/KS1 Lead	KS2 Lead
<i>Mrs Mary James</i>	<i>Mrs Jodie Hartwell</i>	<i>Mrs Rachael Allen</i>	<i>Mrs Rachel de Pass</i>

POLICY CONJUNCTION

This policy forms part of our Safeguarding suite of policies. It should be read in conjunction with our Safeguarding and Child Protection Policy, our Anti-Bullying Policy and the school's Complaints Policy.

VERSION CONTROL

Date	Additions/amendments:
January 2024	p.8: management of red line behaviours, including consideration of suspension. p.9: involvement of senior leaders, SENCo and specialist support.
March 2024	p.10 & p.11: reflection sheets changed to KS1/KS2; sentence added re: number of reflections leading to meeting with parents.

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It is our philosophy that *it is most effective to notice positive behaviour and reinforce it.* We recognise that noticing and acknowledging children's positive behaviours, as frequently as possible, ultimately has the biggest impact on behaviour as a whole.

KEY PRINCIPLES

Three Simple Rules – Boughton B's

Be Kind, Be Safe, Be Responsible

Types of Behaviour

Wanted behaviour – the positive behaviour that results in praise, rewards and awards.

Unwanted behaviour – the negative behaviour that could lead to choices and consequences.

This can be divided into three further types:

1. Unintentional, unwanted behaviour
2. Intentional, unwanted behaviour
3. Intentional, unwanted behaviour of a serious nature

Rewards and Awards

Whole school rewards and awards – daily, weekly, termly, annual

In class rewards and awards – daily, weekly

Individual systems when necessary – for children with additional needs

Choices and Consequences

Start each day and each session anew.

Set out expectations clearly.

Our 1, 2, 3 system mirrors the types of unwanted behaviour listed above, and the response is therefore appropriate to the misdemeanor:

- 1 – Reminder of the rule, warning and chance to change
- 2 – Reminder of the rule, 2 minutes to think
- 3 – Reflection

What is Reflection?

An opportunity with a senior leader to understand what has happened and resolve a problem.

Sometimes, children might be asked to come to reflection to help unpick a problem.

Consequences may be given as a result of reflection, or further action taken.

What Happens at Lunchtime and Break Time?

The same rules apply – the expectation is to Be Kind, Be Safe and Be Responsible. For any misdemeanor, adults at lunchtime will also use the 1, 2, 3 approach, with a senior leader managing reflection time, if it is needed.

THE DETAILS

We recognise that all behaviour is a form of communication.

With the children, we have classified behaviour into two categories: **wanted** and **unwanted**.

Unwanted behaviour can be further broken down into unintentional or intentional.

Wanted behaviour	Unwanted behaviour	
Our Boughton B's – making the right choice.	Anything that hurts bodies, feelings or equipment.	
	Unintentional	Intentional
	Bumping into/running into someone during a game; rough play; misusing equipment.	Deliberately hurting bodies or feelings, or damaging equipment.

Rewards and Awards for Positive (wanted) Behaviour

These are examples, not an exhaustive list; teachers use many ways to motivate their classes.

In class rewards (vary according to each class):

- Stickers
- Stamps
- Dojos
- Raffle tickets
- VIP
- Star of the week, Dojo of the week
- Reach for the Stars, Sunshine award
- Proud Cloud

Whole school daily/weekly rewards:

- Good to be Green stickers
- House points
- Head Teacher's tea party* (whole school focus)

Whole school lunchtime daily/weekly rewards:

- Pom poms
- The Golden Lunchbox

**Whole school yearly
Character Strength Awards**

Attendance and

Behaviour

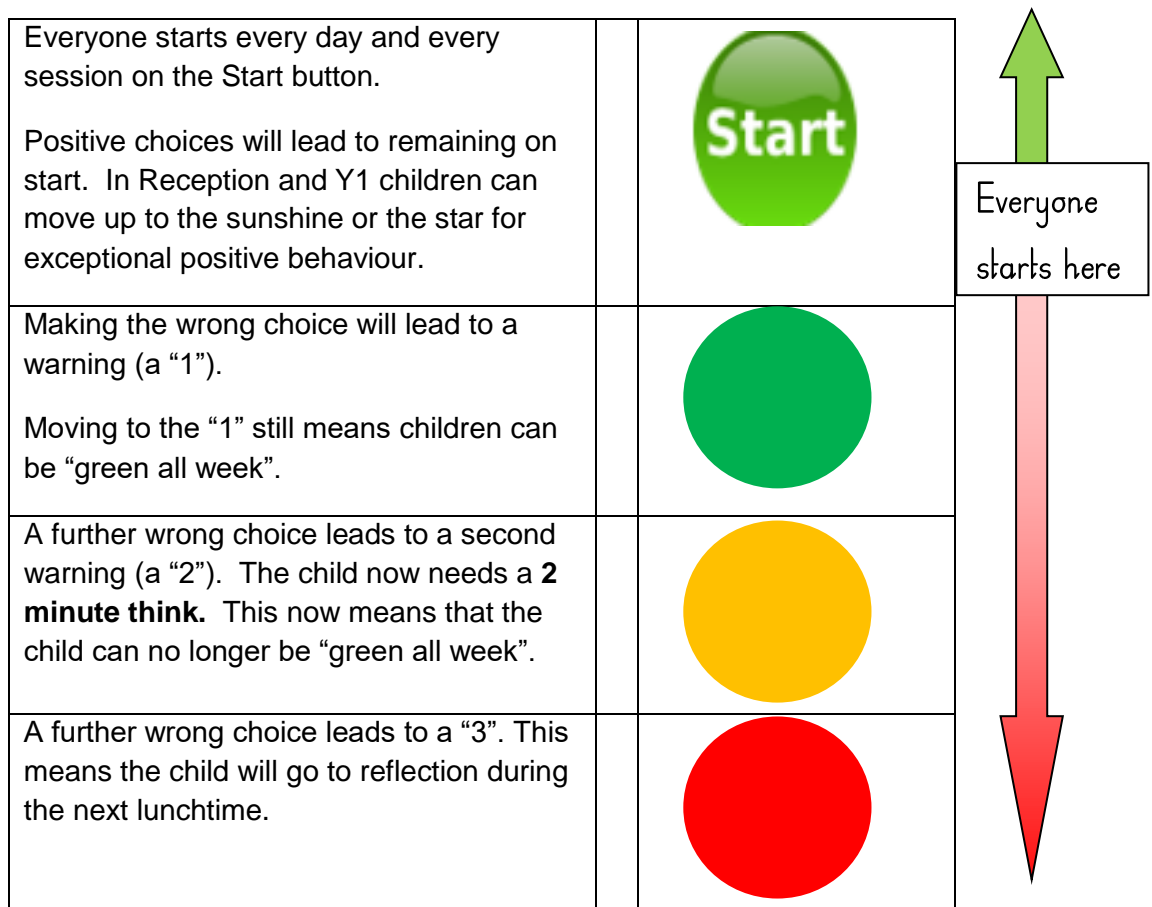
We recognise that children are usually absent due to circumstances beyond their control. Therefore, all children are eligible for all rewards during the time they are in attendance at school.

In order to encourage and promote regular attendance, the class with the best attendance each term earns a mufti day.

Good to be Green

Every class (YR to Y6) has the chart below displayed clearly for the children to see.

Everyone starts each lesson on the Start button. Children need to stay on Start or the green traffic light in order to be “green all week”. Children who stay on green all week earn a Good to Be Green sticker at the end of the week.



Reach for the Sun/Stars

In Reception and Year 1, children have the chance to move up to the sun or star. This is based on the choices they make.

The purpose of the sun/star is to give all children something to aspire to but also to notice those who consistently make the right choices, so they know this is recognised and acknowledged.

At the end of each day, everyone returns to Start.

Managing behaviour in the classroom

The class teacher will set their expectations about behaviour and noise at the start of the lesson. This will be the only warning to the class, with the expectation that everyone is ready to learn. (With younger children the teacher will judge whether an additional reminder is needed).

From this point, our 1, 2, 3 system applies:

1 – Move to the **green traffic light**. This is the chance to change. If children don't go any further, they can still be green all week.

2 – Move to **yellow**. This means that the child/ren can't be green all week as they've chosen to continue inappropriate or off-task behaviour. They now need a **2-minute think**. This is an opportunity to pause and change their behaviour before it escalates further.

3 – Move to **red**. This means the child/ren will need to go to reflection during the next lunchtime.

Usually, in the classroom, a warning (1) is enough and children mostly stay on green.

Red-line behaviours

We class the following behaviours as red-line behaviours, which would result in an automatic "3", wherever they take place:

Prejudice

Swearing

Violence

Defiance

Reflection

If poor behaviour choices are made in the classroom, resulting in a child reaching '3' on the traffic lights, they will need to go to reflection. This will take place at lunchtime with Mrs James or a senior leader. This is a chance to discuss and reflect on behaviour choices made, with honest and open conversations, where all voices will be heard. It may be that after a discussion, there are no further actions needed.

Reaching a '3' means that "Good to be Green" is lost that week, which is the consequence of the choices and actions leading to having a 1, 2 and finally a 3.

Reflection itself is not the consequence but the opportunity to understand what has happened and resolve a problem. Sometimes, children might be asked to come to reflection to help unpick a problem.

After reflection, a sheet is sent home to make parents aware of what has happened and to allow for a discussion to take place. We do not expect there to be a further consequence at home but ask that parents talk through what led to the reflection and what could be done differently next time.

Reflection takes place during 12.30-1pm, initially for 5 minutes, whilst a child completes the sheet with a senior leader, discusses the impact of the behaviour and how to make amends.

Depending on the severity of the behaviour, the senior leader will use their discretion regarding children staying in reflection for longer, usually in increments of 5 minutes.

If a child needs to go to reflection after 1pm, it will take place the next school day.

Lunchtimes

Our approach to lunchtimes is based around two areas: relationships and play.

Relationships – by this we mean every interaction: child-child, adult-child, child-adult.

Children need:

- A positive approach – catch them being good
- Clear expectations
- Clear incentives
- Clear consequences
- Consistent application of all of this

Adults need:

- Appropriate training and support
- A shared understanding of our values and approach
- Clear understanding of the expectations
- Clear understanding of the incentives
- Clear understanding of the consequences
- Consistent application of all of this

Play

When children are busy and constructively occupied, they generally make great choices and behave positively.

Experience has shown us that it is not enough to provide equipment, with no instructions or support; this equates to providing ingredients without a recipe.

Therefore, we provide a range of activities each lunch time, consisting of a daily offer on the playground, astro and field (the main menu) and one-off activities (daily specials) in an area called “The Zone”. During the winter months, The Zone takes place in the hall.

The Zone

This is staffed on a daily rota basis, and the member of staff on duty in The Zone decides on the activities for that day; these could include (but are not limited to) music making, mini-disco, chalking, creative challenges, physical challenges, construction. In the winter months, The Zone in the hall will include activities such as drawing, colouring and dancing/mini disco.

Two rules for The Zone:

1. The equipment placed there must stay there
2. Everyone is welcome to join in (“of course you can”)

We have many opportunities for positive lunchtime behaviour to be noticed, praised and rewarded.

Daily rewards	Pompoms – given out whenever positive behaviour is noticed, collected into a class container.
Weekly rewards	The Golden Lunchbox – awarded to the class with the most pompoms each week. This contains a selection of 10-minute treats for that class, for the following week.

Lunchtime consequences

There are 3 steps to categorise behaviour at lunch time.

Step	Behaviour	Consequence	Rationale
1.	Unintentional, unwanted behaviour	A quiet word – reminder of the rule	A chance to change with an unambiguous reminder of the rule (e.g. <i>remember, Be Safe: you mustn't climb on the bench and you mustn't go back on it</i>).
2.	Intentional, unwanted behaviour	A two-minute think – time out from the situation with the adult who is dealing with it. Arguing leads to a choice – a 5 minute reflection or a 2 minute think? Further arguing leads to step 3 as this is active defiance – a choice, not a mistake.	An opportunity to make amends there and then with the adults on duty. Respect for all adults working at school.
3.	Intentional, unwanted behaviour of a serious nature – “red line” behaviours. Prejudice Swearing Violence Defiance	Reflection time with senior staff. This is followed by a “repair” – apology, making amends – and, if it is a result of not doing the two-minute think, the child will also go to do this afterwards.	Time away from the playground to reflect calmly on what went wrong and how to make amends. The “repair” is essential to resolve the issue.

Communication with Parents

- If a child goes to reflection (for classroom or outdoor behaviour) a Reflection Sheet will be sent home.
- In the case of intentional, unwanted behaviour of a serious nature, the class teacher will communicate directly with the parent/carer, either by email, telephone or face-to-face, as soon as it is practical and convenient to do so.
- If an incident happens after that day's reflection session, the class teacher will inform the parent in order to let them know that their child will be going to reflection the following day.

Where there are ongoing concerns:

- Wherever possible, class teachers will contact parents as soon as concerns are arising, to allow for a conversation before situations get out of hand.
- Where needed, class teachers will invite parents in to meet with a member of the leadership team to discuss persistent misbehaviour and plan together to help children manage their choices with a solution-focused approach.

Continuous or prolonged red line behaviours require a careful management plan, which will include ongoing communication with parents. Such behaviours may ultimately lead to suspension, if the safety of other children and adults is at risk.

Individual arrangements

Sometimes a child might need some additional help to manage their behaviour and self-regulate.

Such circumstances are rare, but we recognise that positive behaviour can be a challenge for an individual, for many reasons

In these cases, we use additional systems including:

- Additional reminders of the rules
- Visual prompts to show the child the expected behaviour
- Behaviour charts, to identify positive behaviour, as well as patterns of negative behaviour
- Buddy time – assigning a buddy to a child, to help them with their social communication and play

Teachers might also find other systems that work for individuals.

When a child needs an individual arrangement, the class teacher will discuss this with the parent/carer. Such systems work most effectively if there is a close partnership between school and home.

The class teacher may need to involve senior staff if individual arrangements do not seem to be having sufficient impact. Sometimes this may indicate that additional specialist support is needed, in which case the SENCo will also be involved.

Suspensions and Exclusion

In exceptional circumstances, we will consider using internal isolation, suspension or exclusion.

Definitions:

Internal isolation	A pupil or pupils have to work away from the rest of the class. This could be in the Head Teacher’s office or in a designated space in school.
Suspension	This was previously known as a fixed-term exclusion; the parents or carers of a pupil are contacted and instructed to remove the pupil from school for a set period of time.
Exclusion	This is also known as Permanent Exclusion. This is where a pupil’s negative behaviour is significant and means that the school exercises the right to exclude them from the school permanently.

All of the above systems require robust communication between school and home, and a re-inclusion meeting needs to be conducted as soon as possible afterwards, to reset boundaries and help the pupil move forward with the right choices.

Finally, the intention of our policy is to encourage **positive behaviour**. If conduct around the school is good, and managed well, children have the best possible chance to reach their full potential.

Our over-arching aim is to keep Boughton Primary School a **safe and happy place** for learning, where children making the right choices and staying “green” get the recognition they deserve.

Appendices:

Appendix A: Reflection sheet KS1 (including Reception)

Appendix B: Reflection sheet KS2

Appendix C: Weekly or Daily Individual chart example

Appendix D: Lunchtime Rules poster (displayed in classrooms and explained to the children)

APPENDIX A: REFLECTION SHEET KS1 (including Reception)

FRONT: This would be completed with adult support.

Name	Date	Reflection with Mrs James Other adult (initials):	Number of reflections in 6 weeks				
			1	2	3	4	5

Draw a picture in the box to show what happened.	The Behaviour Promise I broke was:	Senior leader comments and any further actions, including making amends.
	Be Kind	
	Be Safe	
	Be Responsible	

BACK:

Dear Parents and Carers

Overleaf you will find a reflection sheet that your child has completed with an adult today, due to an incident or issue arising.

It would really help us at school if you would discuss what happened and help your child to understand how others were affected.

We don't expect you to add a further consequence, as the matter has been dealt with in school. However, we appreciate you working with us to encourage the children to make the right choices and to be the best version of themselves.

Please be aware that 3 or more reflections in a 6 week period will result in a meeting with the class teacher, and 5 or more will require senior leader involvement.

Thank you for your support, as always.

Mrs James and the Boughton Team.

APPENDIX B: REFLECTION SHEET KS2

FRONT: Children in KS2 are expected to complete the front of the sheet themselves.

Name	Date	Reflection with Mrs James Other adult (initials):	Number of reflections in 6 weeks				
			1	2	3	4	5

What happened?	The Behaviour Promise I broke was:	How it affected others	Senior leader comments and any further actions
	Be Kind		
	Be Safe	What I need to do to make amends	
	Be Responsible		

BACK:

Dear Parents and Carers

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It would really help us at school if you would discuss what happened and help your child to understand how others were affected.

We don't expect you to add a further consequence, as the matter has been dealt with in school. However, we appreciate you working with us to encourage the children to make the right choices and to be the best version of themselves.

Please be aware that 3 or more reflections in a 6 week period will result in a meeting with the class teacher, and 5 or more will require senior leader involvement.

Thank you for your support, as always.

Mrs James and the Boughton Team.

APPENDIX C: CHART EXAMPLE

WEEKLY (or daily) BEHAVIOUR REPORT

My targets:

1. To follow an adult's instructions straight away.
2. To show self-control.
3. To use kind words and kind hands.

MONDAY	<i>The boxes below would be highlighted green, amber or pink to indicate how the session had been, with annotation to explain any difficulties.</i>
Arrival & register	
Lesson 1 9.00 – 10.30	
Break	
Lesson 2 10.45 – 12.00	
Lunch	
Lesson 3 1.00-2.00	
Break	
Lesson 4 2.15 – 3.30	
Reviewed (SLT)	

Lunchtime rules

Be Kind, Be Safe, Be Responsible

Most of the time, everyone makes good choices at lunchtime. We have a new system to help us when we forget to make the right choice.

We have split behaviour into different types:

Wanted behaviour	Unwanted behaviour	
Our Boughton B's – making the right choice.	Anything that hurts bodies, feelings or equipment.	
	Unintentional	Intentional
	Bumping into/running into someone during a game; rough play; misusing equipment.	Deliberately hurting bodies or feelings, or damaging equipment.

Unwanted behaviour results in either a 1, 2 or 3



1 – Stop, remember the rule.



2 – Time to think. 2-minute thinking time with an adult.



3 – Reflection.

Some behaviours will result in an **instant 3** and you will go to reflection straight away.

These are intentional, unwanted behaviours of a serious nature.

Intentional – you do it on purpose;

Unwanted – it breaks our behaviour promise;

Serious – bodies, feelings or equipment are damaged as a result.

Prejudice, violence, defiance or swearing will result in an instant 3.

Prejudice means using language or actions towards a person or group based on their race, gender, ability, or vulnerability (e.g. racist, sexist, homophobic).

Violence means deliberately hitting, strangling, kicking, biting, spitting (not accidental saliva/spittle when talking).

Defiance means actively refusing to do as an adult asks; ignoring a warning and continuing the unwanted behaviour; actively breaking one or more of our Boughton B's (Be Kind, Be Safe, Be Responsible).

Swearing means using words which are known to be offensive and inappropriate.

EXAMPLE

Let's think about what this might look like.



Imagine somebody has climbed on a bench when they are playing.
Which Boughton B's have they broken?



1 is a warning or reminder.

Adults might say, "Off the bench!"

If the person keeps climbing, they will need a 2.



2 means they need another reminder and some time to think. We call this a "2-minute think."

Adults will say, "Off the bench, stand by me for a 2-minute think."

If the person argues with the adult, they will need a reminder and a choice. This is still a 2.

Adults will say, "2 minute think or reflection?"

If the person continues to argue, or repeats the behaviour they will need to have a 3.



3 means reflection.

Adults will say, "That's now a 3. You need to go to reflection" and will take you to class 2 (R, I, 2) or Mrs James' office (KS2).

*The 2-minute think will still happen, after reflection, with the adult who dealt with the behaviour.
This might have to be the following day, if the issue happens at the end of lunchtime.*