

 ***Opening up the world for our***

 ***children and families***

Positive Behaviour Policy

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Burrowmoor Primary School

Positive Behaviour Policy

**Introduction**

Burrowmoor Primary School is a caring, inclusive community where each individual is valued, recognised and supported. We expect and promote high standards of personal conduct and ensure everyone has equal opportunities to be heard and to share in the positive atmosphere of the school. We aim to ensure an environment where everyone feels safe and secure, and that the health and well-being of individuals informs our policy and practice. This policy applies to school staff, parents and carers, children and all visitors to the school.

**Rationale**

This document is a framework for a safe, happy and productive environment that enables children to learn effectively and to reach their full potential in terms of academic progress as well as their personal and social development.

At Burrowmoor Primary School our behaviour management system is reinforced by two main approaches to supporting children’s behaviour and well-being: STEPS and Thrive.

We aim to ensure a positive and productive atmosphere through a shared understanding of the values that underpin our inclusive ethos:

* To ensure an environment that expects, encourages and recognises **positive behaviours** and one in which everyone feels **safe**, happy and valued
* To empower children to develop respect for themselves and others, and accountability for their own actions
* To develop and foster a positive relationship between home and school
* To ensure relationships are based on courtesy, fairness, consideration for others and respect.

We will manage, discuss and refer to behavioural difficulties through a shared belief using accurate, positive and professional language.

**Positive Behaviour Management**

At Burrowmoor Primary School we believe that positive relationships with clear expectations are essential to the establishing and maintaining of effective learning environments. Adults in school model positive, responsible behaviours and aim to empower children with the skills and values to respect themselves, others, their community as well as their wider environment. Our Positive Behaviour Management is supported and promoted through:

* Teaching right from wrong, honesty and respect for others.
* Enabling **internal discipline**, ***self-regulation*** and a sense of responsibility for positive behaviour.
* Praising positive behavior by using ***positive phrasing***. Positive reinforcement of behaviour where positive behaviour is recognised, praised and used as a model for others, for example, praising children for being ready to learn will often ensure that others comply without having to be reprimanded.
* Ensuring children have positive experiences that create positive feelings and therefore positive behaviour
* Positive role models
* Using ***scripts***, repetition and structure
* Using consistent, clear and agreed boundaries
* Comfort and forgiveness
* A ***growth mindset*** approach
* Classroom routines are clear and established.
* School expectations are applied consistently and referred to regularly.
* School and class rewards are used for positive reinforcement of good behaviour.
* Adults have high expectations for behaviour and these are consistently applied.
* Teachers and support staff work hard to get to know and build good relationships with all children they work with.
* All adults listen to pupils’ points of view and make fair decisions.
* Pupils with specific social, emotional, communication and behavioural difficulties are recognised and, where appropriate, reasonable adjustments to the policy are made and strategies developed to meet their needs (e.g. Individual Thrive assessments and referral to outside agencies).

**Curriculum**

Children access and follow a broad and balanced curriculum that meets the requirements of the National Curriculum and that enables, enhances and develops academic, as well as personal and social development. We teach behaviour as we teach other areas of the curriculum, and demonstrate this through modelling of, and praise for, **positive approaches** and **personal responsibility**. Pupils are taught about their feelings and emotions during everyday teaching opportunities as well as during PSHCE lessons. Our Positive Behaviour Management is also supported through curriculum teaching by providing:

* Lessons that are planned, organised and well-resourced.
* Lessons that are differentiated to ensure that all children can achieve.
* Lessons that are stimulating, enjoyable and differentiated to meet the needs of all pupils.
* Pupils with a clear understanding of what they are going to learn and what they are expected to achieve.

**A therapeutic approach**

At Burrowmoor Primary School we recognise that negative experiences create negative feelings and lead to negative outcomes. We also know that positive experiences create positive feelings that lead to positive outcomes, therefore, we strive to understand the reason why a young person is presenting with difficult behaviours and aim to change the circumstances in which the behaviours occur. The Thrive approach aims to identify why children are behaving in certain ways and then gives us strategies to address these. See separate Thrive Policy.

**Whole school expectations**

In liaison with staff and children, we have developed our whole school “Burrowmoor Expectations and Consequences”. These are displayed in all areas of the school and followed by all members of staff, children and visitors to the school:

**Burrowmoor Expectations & Consequences**

We will all:



1. Keep ourselves and others safe
2. Respect each other, everyone’s things and School property
3. Be in the right place and do as we are asked
4. Use kind words and actions towards each other
5. Be ready to learn and produce our best

If we do not manage to:

1. Keep ourselves and others safe
2. Respect each other, everyone’s things and School property
3. Be in the right place and do as we are asked
4. Use kind words and actions towards each other
5. Be ready to learn and produce our best

Then:

We will be reminded about our Burrowmoor Expectations

If we continue to not follow expectations

We will be given a warning that if we continue we will have a consequence

If we continue to not follow expectations

We will be given a consequence to complete a Reflection Slip

If we continue to not follow expectations

We will be asked to work somewhere separate from our classroom

If we continue to not follow expectations

We will be taken to a senior member of staff and our teacher will ring home. Any missed work will be sent home to complete

If we continue to not follow expectations

We will be taken to a senior member of staff who will impose a consequence such as an internal exclusion. They will ring home. We will complete a 3Rs sheet\*

If we continue to not follow expectations

We will be referred to the Headteacher who may issue a fixed-term exclusion. A permanent exclusion may be considered following Cambridgeshire County Council Guidelines

In the case of a serious incident we may be referred straight to a senior member of staff or the Headteacher

\*The 3Rs sheet is used so that a child can **Reflect, Repair** and **Restore**, following poor behaviour choices. An adult will go through the experience with the child and ask questions in order to:

* Explore what happened (tell the story)
* Explore what people were thinking and feeling at the time
* Explore who has been affected and how
* Explore how we can repair relationships
* Summarise what has been learnt to enable a different response

(See end of policy for the 3Rs sheet)

At Burrowmoor Primary School, adults use consequences which have a relation to children’s behaviours, and as a result, help children to learn and develop positive coping skills and strategies. Consequences act on internal discipline by creating a learning opportunity that relates the anti-social behaviour to the harm caused. There are two kinds of consequences: ***protective* consequences** and ***educational* consequences**. Protective consequences are used to prevent disruption or harm, and educational consequences are used to help children to understand their behaviour, how it affects others, and how to do things differently in similar situations, as well as catch up with or finish missed work.

**Rewards**

The majority of children are very well behaved at Burrowmoor School and follow our school expectations. It is important that this good behaviour is recognised and rewarded where appropriate. We use a variety of rewards to achieve this.

**Rewards are based around positive reinforcement of appropriate behaviour and learning:**

* Verbal Praise
* Written Praise
* Praise postcards
* Stickers
* Class students of the week recognised in Celebration Assembly
* Star Tickets leading to a Star Ticket Draw
* Certificates for demonstrating the school values
* Celebration of learning and/or appropriate behaviour with parents.
* Celebration of learning and/or appropriate behaviour with a member of school staff, eg Headteacher.

On occasions a child may be subject to a behaviour plan with a reward for good/improved behaviour. Appropriate rewards could include stickers, time on the computer, time playing with a friend, praise from a senior member of staff, etc.

**Once rewards have been given, they must not be taken away as a punishment for poor behaviour.**

**Managing difficult or disruptive behaviour**

Some behaviours can present as more difficult to manage, and at Burrowmoor Primary School, we use the Cambridgeshire Steps response to difficult behaviour, and aim to de-escalate through one of, or a combination of the following as appropriate:

Positive phrasing:

* “Stand next to me”
* “Put the pen on the table”
* “Walk beside me”

Limited choice:

* “Put the pen on the table or in the box”
* “When we are inside, you can have Lego or drawing”
* Talk to me here or in the corridor”

Disempowering the behaviour:

* “You can listen from there”
* “Come and find me when you come back”
* “Come to me in your own time”

Consequence:

* “I’ll need to check you understand this work before you go out to break”
* “You’ll need to have finished the test before you go to lunch”
* “If you choose to be out of your seat, I’ll send the work home and you can finish it there”

Use of a De-Escalation Script:

* Use the child’s name – “David”
* “I can see something is wrong”
* Tell them why you are there – “I am here to help”
* Offer help – “Talk to me and I will listen”
* Offer a “get-out” (positive phrasing) – “Come with me and…..”

## **Recording and Monitoring Consequences**

It is essential that records of inappropriate behaviour are kept. These may be required to support a medical diagnosis; inform social workers; apply for support from external agencies; build a picture of behaviour patterns; form the basis for a permanent exclusion or a managed move.

All incidents that result in a child receiving a consequence should be recorded on the class behaviour record sheet. Behaviour incidents beyond the consequence at step 3 should have a commentary detailing the incident, what the outcome/action is as a result of the behaviour and the initials of the person recording the behaviour.

Lunchtime incidents should be recorded on the class behaviour record by the MDS dealing with the incident; and passed on to the class teacher for information.

Children who exhibit persistent disruptive behaviour will be discussed with the class teacher and SENDCo. This discussion may lead to the keeping of an individual behaviour record; an individualised Pupil Passport with behaviour targets, writing a Risk Management Plan, and the involvement of parents and external agencies.

**Risk Management Plans**

For children whose behaviours may place themselves and others at risk of harm, or where their behaviours cause disruption to other children’s learning, an individual **risk management plan** will be put in place. These are overseen by the SENDCo who will ensure that they are reviewed and updated in order to reflect changes and progress. These will be discussed and shared with parents and all staff working with the children.

A plan will:

* Take into consideration the times, places, lessons that give the child greater anxiety, and triggers that could lead to difficult behaviours
* Put in place risk-reduction measures and differentiated measures that will lower the child’s anxiety and enable the learner to present with positive behaviours at school
* Give clear de-escalation tactics and scripts that all adults can follow when speaking to the child to lessen difficult and dangerous behaviours

**Behaviour Statements**

Where a child’s behaviours are creating persistent risks and barriers to physical and emotional safety to adults and children, as well as to effective learning and teaching, a ***Behaviour Statement*** will be issued. This will describe the unsafe / disruptive behaviours that must not be repeated, alongside the consequences the school shall invoke should those behaviours occur again.

**Exclusion**

Serious incidents may result in a fixed-term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

# Intervention Programmes

A number of recognised interventions are used by the school to support children with Social, Emotional and Mental Health difficulties. These include: THRIVE, Nurture Group, Lunchtime Social Club, Lego Therapy and Social Skills Programmes. Where children have an identified need and intervention to support this, the class teacher(s) must work closely with the staff delivering these interventions to ensure a consistency of approach.

# Exceptional Circumstances: Care & Control (including the use of Reasonable Force, Positive Handling and Physical Control/Restraint

Good personal and professional relationships between staff and pupils are vital to ensure ‘Good Order’ at Burrowmoor School. It is recognised that the majority of pupils in our school respond well to the Positive Behaviour Management practised by our staff. This ensures the well being and safety of all pupils and staff in school.

In all situations, staff are expected to make every effort to de-escalate.  De-escalation approaches and techniques can vary from pupil to pupil, and for some pupils these will be outlined in their Risk Management Plan. Staff should use de-escalation techniques that are relevant to the child and appropriate for the situation. These will be guided by information ranging from the specific needs of the child to age appropriate generic prompts to use in challenging situations, *for example: I notice that… I imagine that…, I wonder…*

Staff need to recognise when the best course of action is **not** to do or say anything but observe from an appropriate distance and keep the level of risk under constant consideration.

In exceptional circumstances and where de-escalation strategies have been unsuccessful, reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at immediate risk.

## What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. 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.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.
5. 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.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## Who can use reasonable force?

* All members of school staff have a legal power to use reasonable force (see section 93 *Education and Inspections Act 2006)*.
* This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## When can reasonable force be used?

* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
* In a school, force is used for two main purposes – to control pupils or to restrain them.
* The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
* The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## Schools can use reasonable force to:

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

## Schools cannot:

* use force as a punishment – it is always unlawful to use force as a punishment.

**Physical contact with pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

For example:

* Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
* When comforting a distressed pupil;
* When a pupil is being congratulated or praised;
* To demonstrate how to use a musical instrument;
* To demonstrate exercises or techniques during PE lessons or sports coaching; and
* To give first aid.

**Definitions:**

* ***Reasonable Force*** means using no more force than is necessary in the circumstances.
* ***Physical Intervention*** - this may be used to divert a pupil away from a destructive or disruptive action, for example:
	+ passive physical intervention e.g. blocking the way, or
	+ active physical intervention such as escorting a pupil by the arm or guiding/leading a pupil by the hand, arm or shoulder with little or no force

***Physical Control/Restraint***is when a pupil is held physically to prevent them from harming themselves, harming others or damaging property.

## **Recording the use of Physical Control/Restraint**

When physical control/restraint has been used to manage a pupil a record of the incident will be completed in the Physical Intervention Book, which is located in the headteacher’s office. Parents will be informed of the incident and the reason for the restraint/physical intervention.

The Log will be completed as soon as possible after the incident and be signed by all staff involved and a member of the Senior Leadership Team. In the event of injury to the child or staff, a Health and Safety Accident/Incident Form will be completed.

**Burrowmoor Out of School Club (BOOSC)**

This policy applies to staff and children attending “BOOSC”. Although not part of the statutory school day, BOOSC is part of Burrowmoor Primary School’s extended provision, and as such, children are subject to the same rules and expectations of behaviour as during normal school hours.

This policy has been written with regard to:

* *Use of reasonable force: Advice for headteachers, staff and governing bodies* DfE, July 2013
* *Special educational needs and disability code of practice: 0 to 25 years*, DfE, May 2015
* *Mental health and behaviour in schools*, DfE, November 2018

This policy should be read alongside:

* The Special Educational Needs Policy
* The Anti-bullying Policy

Explanatory notes:

1. ***Internal discipline***: the ability for an individual to self-manage their own actions and behaviours
2. ***External discipline***: where behaviour is controlled by an external force such as the promise of a reward, or the threat of a punishment
3. ***Self-regulation***: a term that is used to describe ***internal discipline***
4. ***Positive phrasing***: a tactic that involves directing behaviour using positive words, and telling a child what they need **to** do, rather than what they should **not** do. For example, if a child is out of their seat in class, the adult will say “Sit in your chair, thank you”, rather than, “Don’t wander around the class room.”
5. ***Scripts***: simply, preparing beforehand the words to be used in a particular situation. Scripts help to ensure consistency of approach and avoid ambiguity
6. ***Growth mindset***: a term coined by the American academic and researcher Dr Carol S. Dweck, Professor of Psychology at Stanford University, and refers to a way of thinking whereby a person believes they can increase and develop their abilities through hard work and resilience
7. ***Reflect, repair and restore***: a process to enable an educational consequence that creates a positive way of moving forwards
8. **3Rs** form: a simple form with the headings from point 7 above:

|  |
| --- |
| Reflect |
| What happened? Who did what? What were the feelings of people involved or affected? |
| Repair |
| What can be done to put things right? How will these things be done? Who will be involved? |
| Restore |
| What needs to be in place for next time? How can difficult feelings be managed? Is everyone ready? |