



**Federation of
Boldmere Schools**

Behaviour Policy

Policy agreed: April 2021

Policy review date: April 2022

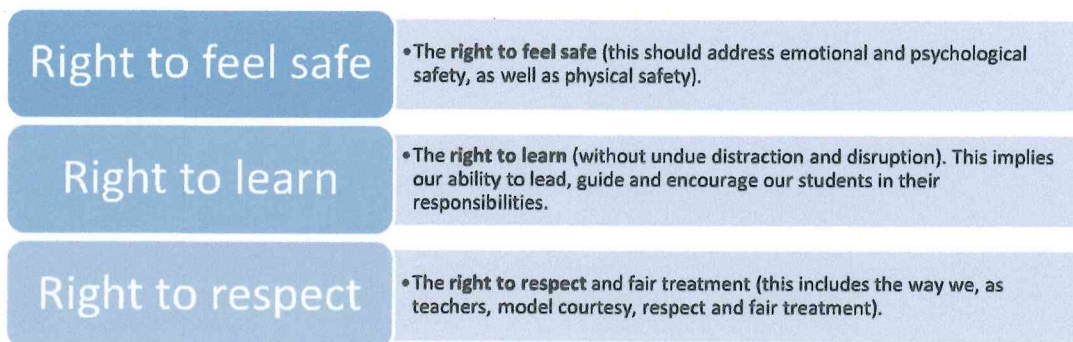
Approved by: FBG

The school's approach to behaviour

As a school we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our 6 core values decided by all stake holders.

Values: Respect, kindness, cooperation, honesty, resilience and appreciation

Our approach sets clear boundaries about what is acceptable and expected based on our 3 underpinning rights.



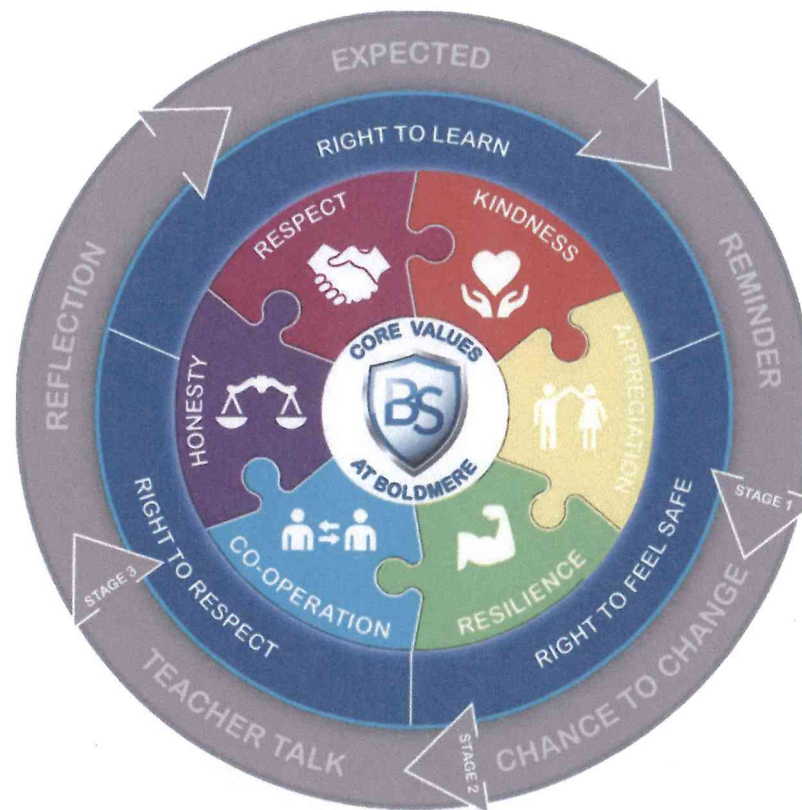
This inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs.

We aim to:

- Provide a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning.
- Continually review, celebrate and develop positive behaviour in partnership with all adults and children.
- Raise behavioural awareness in order to promote good behaviour, self discipline and respect.
- Prevent all forms of bullying. As this policy will be supported by our Anti-bullying policy.
- Ensure all adults are positive role models for our children by:
 - *having a planned consistent approach*
 - *treating children and each other with respect*
 - *being fair at all times*
- Ensure all children and adults are clear about what behaviour is expected in order to secure the standard of behaviour of pupils is acceptable.
- Continually and consistently support children and adults in achieving behaviour of the highest standards.
- Promoting, among pupils, self-discipline and proper regard for authority.
- Ensuring that pupils complete any tasks reasonably assigned to them in connection with their education
- Regulate the conduct of pupils through monitoring, tracking and timely intervention.

Behaviour strategies

This visual prompt is displayed throughout school to remind children of the values, rights and stages.



This is a restorative strategy which allows children opportunities to raise their behavioural awareness; to make different choices and change their behaviour and make fresh starts. It is an approach that sets clear boundaries which are consistent across the schools.

In school, we deal with unacceptable behaviour by taking a staged approach. However, there may be occasions when it is deemed necessary to jump straight to a later stage if the incident is considered more serious.

Stage 1 and 2 example behaviours:

- Inappropriate learning behaviours
- Inappropriate conduct behaviours
- Inappropriate emotional behaviours
- Lack of application of our school values

Stage 3 behaviours:

- Deliberate physical aggression: fighting, slapping, punching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards others/ property
- Bullying: persistent, deliberate and over time (see Anti Bullying policy for examples)
- Verbal aggression
- or
- Persistent low level stage 1 and 2 behaviours (see above)

Individual Behaviour Plans

We are aware that, for some children, the above approach is not always an appropriate means of dealing with behaviours demonstrated. Therefore, for some children who are unable to access our school behaviour model, we will identify triggers for behaviour and, after consulting with parents, we will develop individual behaviour plans to meet the needs of such pupils.

This grid outlines the different stages and behaviour strategies, rewards and consequences.

	What is it?	What happens?	Next Steps
Expected	Everyone starts at expected. We expect everyone in our school to follow the school rights and values.	Thank You: Every half term we will send a text to your parents / carers to thank you and celebrate your efforts with your behaviour. Values Ambassadors: We will be on the lookout for our very best ambassadors! Every week one child from each class will be nominated and awarded as an ambassador. You will be celebrated in our assembly and will wear our ambassadors badges for the week until you can pass them on to the next ambassadors.	Keep going – you're a star!
Reminder	Your teacher is reminding you to be your very best.	If you have a reminder, think about our rights and rules. Decide to make a change now to get back on track.	<i>You can work your way back to expected!</i>
Stage 1 A chance to change	You had a reminder but you are still doing something that is disrupting the learning. This is your chance to make a change.	Your teacher will tell you what you are doing and what they would like to see. You have the chance to change your behaviour. You own your behaviour and are in control of how to make it the best – if you need help with this, ask your teacher to help you. Your behaviour will be recorded.	<i>You can work your way back to expected!</i> If you get onto stage 1 or 2 more than three times in a week we will contact your parents to discuss how we can work together to get you back on track.
Stage 2 Teacher Talk	Your behaviour hasn't got better or you are choosing to do the wrong thing in class.	Your teacher will talk to you about stopping this now. You may be moved within the classroom to somewhere you can focus. Your behaviour will be recorded.	
Stage 3 Reflection	Your behaviour has not improved or is unacceptable within our school. It may be disrupting your own or others' learning.	You may be sent to your partner classes if your behaviour is very disruptive to the lesson and learning. You will be asked to complete a reflection sheet. We will inform your parents. Your behaviour will be recorded.	<i>You can make a fresh start tomorrow.</i> If you get onto stage 3 three times within a half term we will invite your parents in for a meeting with your year leader or a member of SLT to see how we can help you with your behaviour.
Straight to stage 3 Reflection	Some actions are not ok to do even once.	You may be sent to your partner classes if your behaviour is very disruptive to the lesson and learning. You will be asked to complete a reflection sheet. We will inform your parents. Your behaviour will be recorded. You will be asked to complete a reflection sheet. You may get put onto stage 3 straight away. <i>You can make a fresh start tomorrow.</i>	

Classroom management strategies used in the school

All staff use language to promote emotional literacy and behavioural awareness. (See appendix 1) All staff model expected behaviour.

Teachers have individual strategies for behaviour where appropriate to the child.

Reflection sheets are used to support children moving forwards and to make better choices. (See appendix 2)

Rewards, appreciation and sanctions

Sanctions are linked to the stages and reflection time provided. Teachers use natural consequences which are appropriate to the behaviour and age of the child. For example, children who have disrupted their learning and not achieved within the lesson may need to use some of their playtime to catch up with their learning.

During reflection a quiet, calm space is used to provide thinking time.

A thank you email will be sent every half term to parents and carers if their child has shown expected behaviour and not been placed on the stages tracking system or has been on stage 1 only once. This is our way of celebrating children who are doing the right thing all (or nearly) all of the time

We will contact parents / carers if we have any concerns about behaviour or if their child is placed on stage 3, this will help us work together to support every child.

We also have class points (Infants) and house points (Juniors) which will be given for outstanding - above and beyond - work or effort, to help children recognise their achievements within the classroom and around the school. House Point certificates are awarded at Juniors when certain milestones are reached (Bronze: 25 house points; silver: 50 house points; gold: 100 house points). Certificates are also given at the Infants when children reach 10 and 20 class points, once they reach 30 they are invited to a 'Tea Party' with Mrs Kenny.

At the Junior school we have weekly values ambassadors who are celebrated in assemblies.

We have positive handling training across both schools by the same training provider. Any use of reasonable force is recorded on incident forms (see appendix 3). Before positive handling is used de-escalation strategies are carried out and for individuals with specific needs an individual plan is put in place (see appendix)

Measure for extreme behaviour

Fixed term exclusion

Exclusion for a set number of days or during a lunchtime may be given for red behaviours, in line with the **Exclusion Policy**. The LA's guidance will be followed should this arise.

Permanent exclusion

If other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA policy.

Staff development and support

All teachers, support staff and lunchtime supervisors have received training in the use of the positive language and behaviour strategies system. Throughout the year updates have been given. Behaviour leads are available to support the tracking and monitoring of behaviour.

Where needed team teaching, modelling and coaching are used to support teachers.

Liaison with parents, other agencies and transition

We are very aware that the best learning comes when communities work together and this is where we work to communicate with parents effectively. A home school agreement is sent out at the beginning of the year for parents/carers to share and sign. This includes rights posters written as a class as part of transition and the stages outlined.

It may be necessary to address continually negative behaviours by seeking additional advice and support. This may include, with the support of the school's Special Educational Needs Co-ordinator (SENCo), accessing counselling, Early Help, Forward Thinking (Mental Health team), Communication and Autism Team, Speech and Language Therapist, Integrated Disability Service, Support Services, Educational Psychologist or school nurse.

The schools work very closely together to share information and support children during transitions.

Boldmere Schools are committed to safeguarding and promoting the wellbeing of all children and expects its staff and volunteers to do the same.

Legislation *and* statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

A maintained school's behaviour policy must set out measures to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate pupils' conduct

It must also take into account the governing body's statement of behaviour principles.

The DfE says that a maintained school's behaviour policy must have regard to the governing body's guidance on issues such as:

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

5)The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(b)he must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Appendix 1

Language for Behaviour

Strategy	What this is	What it looks like	What to avoid
Rights / rule reminders cue	Bringing children back to the rights and what is expected of them.	<p>Thank you for listening so we all can learn.</p> <p>I can see you are out of your seat, sit down so we can all carry on learning.</p> <p>It is not acceptable to hit, you will need to go to your partner class to think about ____ right to feel safe.</p> <p>In our school everybody has the right to feel safe, hitting did not make Jack feel safe. You need to use kind hand. (Follow stages / consequence)</p>	<p>Shouting, sounding angry, shocked.</p> <p>Don't hit</p> <p>Do rather than don't</p> <p>When rather than no</p>
Describe and Direct	<p>Focus our language on the expected behaviour</p> <p>Describe unwanted behaviour and direct to expected behaviour</p>	<p>Some people are still shouting out – hands up thanks.</p> <p>Settling down...looking this way and listening ... thanks</p> <p>____ and ____ you are out of your seat (description cue raises awareness) Leave the blinds and face this way (directional cue)</p> <p>A number of children are talking while I'm explaining this to you. settle down, and listen...thanks</p>	<p>Avoid questions – eg: why are you calling out?</p> <p>Avoid just describing what we don't want to see.</p> <p>Thanks is more effective than please.</p>
Acknowledging expected behaviour	<p>Thanking children for expected behaviour</p> <p>Reminding children of the rights</p>	<p>Settle down class, thank you Monkey table.</p> <p>Thanks</p> <p>Praising effort rather than behaviour which is expected.</p>	<p>Over praise to some</p> <p>'well done you have sat down and listening you are amazing.</p> <p>(over praising badly behaved kids for doing what other do all the time)</p>
Cueing the class	Acknowledging good behaviour, keeping them focus.	<p>Sorry Fox class I'm just waiting for To show me good sitting.</p> <p>Thanks for being focused 5H, I'm just going to talk to the two boys at the back, carry on.</p>	<p>Humiliation, embarrassing other.</p> <p>Over praise for one individual.</p>
Directed choices	Resettle the child, check that know what they are doing, giving two choices.	<p>Greet child, refocus on work, quietly direct.</p> <p>I want you to put that toy on my desk or in your drawer</p> <p>I want you sit next to Hassan or Sian.</p> <p>I want you to stand at the front of the line or next to Sam.</p>	<p>Confrontation</p> <p>Asking why ...</p> <p>Requesting / begging – will you please put that toy down...</p> <p>Avoid demanding / intrusive actions</p>

<p>Take up time</p>	<p>Allowing children time to process, raise awareness of their behaviour, take ownership of their behaviour and act on it</p> <p>Redirecting your attention to other children</p>	<p>Moving away from the child, working with other children to allow them time to act on it.</p>	<p>Repeating the direction too quickly</p> <p>Nagging</p> <p>Standing watching</p>
<p>Clarifying consequences</p>	<p>Where students continue to distract others the teacher will briefly clarify the consequence</p> <p>If you continue...</p>	<p>If you continue to shout out I will have to put you onto stage one / move you</p>	<p>This is said not as a threat but as a clear awareness of the student's responsibility#</p> <p>Avoid secondary behaviour (they may sigh as they do it – but they are doing it!)</p>
<p>Using questions</p>	<p>After a descriptive cue – questions which refocus a child on what they should be doing.</p> <p>Enable behaviour not question it.</p>	<p>– how can I help?</p> <p>What should be doing now?</p> <p>I've noticed you are a little unfocussed – how can I help?</p> <p>Direct question: What, When, where, how</p> <p>What is the school rule?</p> <p>When is it ok to talk in class?</p> <p>Where should we be during play?</p> <p>How could you settle quicker to work?</p> <p>Acknowledge – I know you know this rule, enjoy your playtime.</p>	<p>Avoiding why.</p> <p>"Why aren't you working?"</p> <ul style="list-style-type: none"> • "Do you want to give me that noisy key-ring...?" • "Do you want to come and take the lesson?" (This to a group of chatty girls in the instructional phase of the lesson.) • "Are you talking ...?" (to students clearly talking, while the teacher is conducting whole-class teaching). <p>Questions digging into the cause of behaviour – the why – are relevant during the mentoring / follow up stage after the event if necessary.</p>
<p>Partial agreement</p>	<p>Acknowledging the child's perspective without giving it too much time and attention.</p>	<p>Even though it's not your litter – it's our school – put it in the bin, thanks.</p> <p>I know you are finding this hard – let's look at it together.</p> <p>I can see you are not enjoying this, let's have a go.</p> <p>I can see you are having a good game – Thursday is your football day.</p>	
<p>Primary behaviour</p>	<p>Refocus the child or yourself on the key behaviour you want to see. Raising behaviour awareness for the child.</p>	<p>Thanks I can see you are listening.</p> <p><i>Tactically ignoring</i> secondary behaviour where appropriate</p> <p>Using a <i>direct question</i> (rule reminder) to refocus</p>	<p>Getting into a debate about the issue.</p> <p>Confrontation / arguing your point</p> <p>Long discussions about secondary behaviour (tutting,</p>

			singing, doing it slowly, rolling eyes)
Tactically ignoring	<p>Letting children express how they are feeling about what they have to do appropriately without creating more confrontation</p> <p>Maintaining focus on primary behaviour</p>	<p>Redirecting your attention else where</p> <p>Then thanking the child for acting on the primary behaviour</p>	Not picking up own every little thing the child does

Appendix 2

Reflection sheet

Name:
Date:
Class:



What happened?

What could I do to avoid this?

What strategies could I use to avoid this happening again?

Appendix 3

USE OF POSITIVE HANDLING INCIDENT REPORT FORM

1. Name of Person Restrained:			
2. Your Name:			
3. Date and Time of Incident			
Date (inc Day)		Time	
4. Location of Incident (To be edited by the setting as these are just suggestions)			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground	<input type="checkbox"/> Hall	<input type="checkbox"/> Corridor
<input type="checkbox"/> Reception	<input type="checkbox"/> Stairwell	<input type="checkbox"/> Toilets	<input type="checkbox"/> Library
<input type="checkbox"/> Other Location – Please specify			
5. Why was it necessary to restrain?			
<input type="checkbox"/> Harm to Self	<input type="checkbox"/> Harm to Others	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify			
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Please expand: <i>(Or explain in your statement)</i>			
7. Were any weapons involved?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
If 'yes' please stipulate what type of weapon was involved:			
<input type="checkbox"/> Knife	<input type="checkbox"/> Glass/Cup	<input type="checkbox"/> Stick	<input type="checkbox"/> Bottle
<input type="checkbox"/> Pen			
<input type="checkbox"/> Other (please specify):			
8. Did you rate the risk posed by the person restrained as:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
9. How would you rate the amount of force applied by you:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
10. How did you feel prior to, during and post the restraint?			
11. Which technique/s position of restraint did you use?			
(Please refer to Annex A and circle the technique / position used)			
12. Who else was involved in the restraint?			
Name(s):			

13. Please list any injuries to you	
14. Please list any injuries to the person restrained	
15. Your statement – what occurred in your own words	
Your statement must set out what happened; give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.	
The use of force must only be used when it is: Reasonable in the circumstance, meaning: i. You believed that it was absolutely necessary & ii. Proportionate to the seriousness of the situation	When restraint was used, please tick your primary role: <input type="checkbox"/> Right arm <input type="checkbox"/> Left arm <input type="checkbox"/> Supervising
Please provide as much detail as possible below, including:	
Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e. where pupil was relocated to and any injuries sustained).	
<i>Type here</i>	
Signed:	
Date:	
Pupil Statement:	
<i>Type here</i>	
Name	
Signed	
Date	

Appendix 4

(linked to positive handling training -React where appropriate)

Adapted to individual needs

Pupil :

Class:

Teacher:

	<i>Signs of agitation for this pupil</i>		<i>Staff interventions which work for this pupil</i>
	<p>ALL CALM Pupil on task with her learning.</p> <p>Pupil moves around the classroom sensibly and quietly.</p>		<p>Normal teacher / student interaction .</p> <p>Positive praise.</p> <p>Facial expressions / gestures to show pupil you are pleased with them.</p> <p>reward system.</p>
	<p>Low level behaviours which signify observable tension/anxiety</p> <p>Very fidgety. Voice begins to raise. Frustration at another child. No eye contact. Defensive posture.</p>		<p>Support responses (Calm and clear)</p> <p>Read pupil's body language / behaviour. Intervene early, talk to pupil in positive way. May need to ask pupil to move from the frustration. Adult displays CALM body language. Talk clearly, but not too loud. Explain situation to pupil, linking to school values.</p>
	<p>Medium level behaviours</p> <p>Pupil shows higher level of tension. Talks loud. Pupil breaks minor rules in classroom. Argues with an adult. Low level disruption.</p>		<p>Limit setting responses continue level one responses plus respond calmly and clearly</p> <p>State what you would like pupil to do – her desired behavior. Set clear (enforceable) limit Offer pupil clear choices. Guide pupil using to elbows to safety. Assess the situation and consider making the environment safer.</p>

	<i>Signs of agitation for this pupil</i>		<i>Staff interventions which work for this pupil</i>
	High level behaviours Shouts and screams Crying Curls up into a ball whilst crying and shouting. Leaves the classroom Pushes over chairs or other classroom property.		High level responses (continue to use L1&L2 responses) Ensure adult(s) show supportive facial expression, posture and voice. Continue using Level 1 / 2 de-escalation techniques. Guide pupil assertively to safety. Make environment safer.
4	Reflection May continue crying. Defensive posture. Wants adult company, time alone outside class. Pupil sits quietly	4	Reflection responses Support pupil and monitor their behaviour. Look for signs that pupil is ready to talk about the situation. Support and monitor Respond to indication of communication from pupil Show concern and care Do not attempt disciplinary issues at this stage

Agreed by

Pupil _____

Parent carer _____

School staff _____

SEN Support/agency staff (eg EIS, PRU, E.P, IDS)

Date _____

To be reviewed on _____

