BEECH GROVE PRIMARY SCHOOL
BEHAVIOUR POLICY

INTRODUCTION

All children in our school are entitled to a broad and balanced curriculum, which will be modified to accommodate different learning needs and preferences.
They are entitled to a caring and supportive atmosphere where high expectations of behaviour are established for all.
In all aspects of our provision, children will be treated equally irrespective of race, gender, religion or disability.

AIM

To help our children to develop the ability and skills to behave in ways which are acceptable to the school community, and which will enable them to become responsible citizens in a rapidly changing world.

APPROACH

- We will encourage good behaviour by providing the right physical and emotional environment for learning
- Members of staff will develop strong supportive relationships with their pupils and role-model good behaviour at all times
- We will make children feel valued by using a positive approach and building self-esteem
- All staff will maintain high expectations of behaviour and challenge what is not acceptable
- Staff will take the opportunity to draw attention to children doing well and make positive comments
- We will work with parents and outside agencies to support positive behaviour
- The Headteacher will use their judgement when informed of negative behaviour outside of school.
- A range of behaviour management approaches have been developed, to respond to individual, class and whole school needs. They include conflict resolution and (when absolutely necessary) moderate and caring physical intervention in line with Team Teach principles.

5 GOLDEN RULES

Our school promotes and works to a set of generic rules, which are displayed in all teaching areas. These simple statements reflect the positive behaviour and attitude that is expected from everyone who is part of our school.

5 GOLDEN

Respect each other
Use kind and caring words
Look after property
Enter and leave areas sensibly
Share your problems

CARE PLANS

Where children regularly behave in ways that might put other pupils or staff at risk, or where a child needs significant additional support to behave in a way that is acceptable to the school community, staff make an individual care plan. This contains information about the child and the triggers to their different behaviours, and is a

valuable tool to enable staff to understand what interests or upsets a child, and how to steer them towards positive behaviour.

GOLDEN TIME

Because younger children find it difficult to work towards long-term rewards, the use of praise is the immediate reward in all situations. However, to help children see the longer-term benefits of good citizenship we allow a short period at the end of each week where they can choose from a range of activities. This can include games, computers, art, sport etc. All children are allocated this time if they have not been on the behaviour tracking sheet, but all or part of it can be withdrawn to complete unfinished work or to make up time lost through unacceptable behaviour.

TOKEN REWARD SYSTEMS

We have adopted the whole school token reward system from Assertive Mentoring, where children collect 'smiley' tokens on a card as a reward for good behaviour. As various milestones (e.g. 10 smileys) are reached, a card is sent home. Whole classes may also be rewarded with additional time on a chosen activity when they all reach a milestone. Smiley tokens are also entered into a weekly draw, and a prize awarded to the winner from each team.

CELEBRATION ASSEMBLIES

Each week we hold a celebration assembly where good work and behaviour are given public praise. The 'Star of the Week' award may include praising an individual piece of work done by a child, or recognising the fact that they have behaved well.
Each term, we celebrate good attendance, and reward children for meeting their individual targets in a particular subject.

PLAYGROUND BEHAVIOUR MANAGEMENT

Behaviour in the playground that endangers or annoys others or involves disrespect for staff will be dealt with in the first instance using warnings and explanations of why it is unacceptable.
Should the behaviour continue, the child would initially be shown a yellow card and asked to withdraw to the side of the playing area for 5 – 10 minutes. If negative behaviour persists or escalates, or in the case of a serious incident, the child will be shown a red card and removed from the playground for the remainder of the break time. Parents will be informed by letter if children have had repeated red cards, and may be asked to take them home for lunch for a specified period (usually one day). Children on free school meals are given a packed lunch.

SERIOUS INCIDENTS

A serious incident is one where the child is in danger of hurting themselves or someone else, or causing serious damage to property. This may have required physical intervention by members of staff.
Where this has occurred, a Significant Incident Record must be completed by the supporting members of staff within 24 hours and given to the Head Teacher as soon as possible. A copy of the record will be shared with parents by the PSA.

PHYSICAL INTERVENTION

Following circular 11/07, schools have clear guidelines on when physical intervention may be used. We believe that this should be only as a last resort, and where every possible de-escalation strategy has been attempted first. All but the most severe of the challenging behaviours in our school can be resolved through other means.

Any physical intervention will be graded and opportunities for de-escalation offered throughout. Staff will be trained and rehearsed in managing conflict and aggressive behaviour, including the use of physical intervention. This training will be updated regularly, and approaches reviewed in the light of government and LA guidelines.

EXCLUSIONS

We do not normally consider exclusion as an appropriate tool for supporting children, unless there has been serious breach of school rules or where the health and safety of pupils or staff is at risk. However where behaviour has reached an unacceptable and inoperable level and where all other avenues have been explored, the Head Teacher may decide to exclude a child. In the absence of the Head Teacher the next most senior teacher can decide on exclusion.

Parents or carers will be contacted to take the child home as soon as practically possible after the incident. Fixed-term exclusions will be implemented and reported following LA and government procedures.

Following the period of exclusion, parents or carers will be asked to bring the child back into school the next day to meet with the PSA. Targets for improvement will be agreed at this meeting.

*****Please also see the schools Bullying Prevention Policy and Policy on Physical Contact

John Dixon
September 2018

TOOLBOX
Tips for de-escalation

Verbal advice	" If you want to help me then you need to get on with your work …. Do you need any help?"
Fresh face	Move back out of immediate range and let other staff/pupils become the focus
Help script	See Team Teach manual
Reassurance	"I'll always be there if you need me." "Although that was wrong we can help you put things right again"
Success reminder	"If you make a bad choice here, you know that you will lose Golden Time/go on the tracking sheet"
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult Staff must maintain personal control Lower voice helps to show that you are in control
Distraction	Talk about something totally different to the child, or to another person -"Did you see…? Bring in something personal -"When I was talking to your Mam on the phone……
Space given	"I'm going to leave you alone for a little while."
Withdrawal from activity (3)	"I would like you to go and finish that work over in the withdrawal area please."
Contingent touch	Sometimes a gentle touch on the forearm/hand/shoulder works wonders. Any specialised touch or stroke needs to be formalised in the pupil's care plan and signed by a parent.
Reflective listening	Focus on 'feeling' words • Note general content of message • Observe body language • Ask yourself "If I were having that experience right now, what would I be feeling?" • Reflect feelings – "You feel … because"
Humour	"Did you hear the one about/Knock, knock ….."
Planned ignoring	If it isn't upsetting anyone else …. Give a child 'quiet time' with no interaction other than reflection
3 part assertive message	"When you are not listening I feel disappointed because I can't help you with your work"
Negotiation	"If you come back into class, I will see (name) for you at lunchtime and help you sort it out"
Antiseptic bounce	Send the child with a fictitious message with AB written at the top. Receiving staff offer praise and send them on
Emphasise concern for welfare	"Are you all right?/Show me that hurt finger/That must hurt a lot/Did you have a nice tea last night?"
Show understanding	"I'd feel angry if that happened to me" "No-one can think straight when they are angry. Now you are calm we need to think about what set this all off" "If my little boy was upset like you, I like to think that his teacher could help"