# Broughton Primary School

# Behaviour Policy

Date Created or Amended:   June 2018

Date Presented to Governors:   21st June 2018

Date of next review:   June 2021

**Table of Contents**

# 1 Introduction

1.1 Broughton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

1.2 Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

1.3 Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

1.4 The reduction of poor behaviour is a realistic aim, the complete elimination of it is not. Children have a need to discover where the boundaries of acceptable behaviour lie and it is natural for some children to test these. It is vital that our boundaries are clearly and consistently established so that children are not left in any doubt.

# 2 Aims

2.1 To create a culture of exceptionally good behaviour: for learning, for the community and for life.

2.2 To ensure that all pupils are treated fairly, shown respect and to, therefore, promote good relationships.

2.3 To refuse to give pupils public attention and a sense of importance for poor conduct.

2.4 To help pupils take control over their behaviour and be responsible for the consequences of it.

2.5 To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

2.6 To promote community cohesion through improved relationships.

2.7 To ensure that excellent behaviour is a minimum expectation for all.

# 3 Purpose

3.1 To fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued.

3.2 To provide simple, practical procedures for staff and pupils that:

- Recognise and positively reinforce behavioural norms;

- Promote self-esteem and self-discipline;

- Teach appropriate behaviour through positive interventions.

3.3　Establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.

3.4　To promote a calm and positive climate for learning that ensures that effective teaching and learning takes place – leading to high standards of progress and attainment for all pupils.

**4　The Five Pillars Of Pivotal Practice**

4.1　We have chosen to base our behaviour policy on "The Five Pillars Of Pivotal Practice"

    4.1.1　Consistent, calm adult behaviour.

    4.1.2　First attention to best conduct.

    4.1.3　Relentless routines.

    4.1.4　Scripted interventions

    4.1.5　Restorative follow up.

4.2　Two staff members have been trained to be lead practitioners and to cascade this training to all staff.

**5　Consistency In Practice**

5.1　Consistency lies in the behaviour of adults and not simply the application of procedure.

5.2　There is no short-cut to changing behaviour. There is no alternative to hard work: building relationships, resetting expectations; being relentlessly positive and sustaining a 'poker face' when confronted with challenging behaviour.

5.3　Consistent language; consistent response:

- Referring to the agreement made between staff and pupils;

- Simple and clear expectations reflected in all conversations about behaviour.

5.4　Consistent follow up:

- Ensuring 'certainty' at the classroom and senior management level;

- Avoiding passing problems up the line to be sorted out;

- Staff taking responsibility for behaviour interventions;

- Seeking support but never delegating.

5.5　Consistent positive reinforcement:

- Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

5.6    Consistent consequences:

  • Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

5.7    Consistent, simple rules (see §6):

  • Referencing and promoting appropriate behaviour;

  • Using icons, symbols and visual cues when necessary;

  • Interesting and creative signage.

5.8    Consistent respect from the adults:

  • Even in the face of disrespectful pupils.

5.9    Consistent models of emotional control:

  • Emotional restraint that is modelled and not just taught;

  • Teachers as role models for learning;

  • Teachers learning alongside pupils.

5.10   Consistently reinforced rituals and routines for behaviour around the site and wider area:

  • In classrooms;

  • Around the school site;

  • At reception;

  • On visits to external sites.

5.11   Consistent environment:

  • Consistent visual messages and echoes of core values;

  • Positive images of pupils.


## 6    Golden Rules

6.1    The core rules we ask students to follow are known as the "Golden Rules":

  6.1.1    We are gentle (We do not hurt anybody).

  6.1.2    We are kind (We do not hurt other people's feelings).

  6.1.3    We work hard (We do not waste our or other people's time).

  6.1.4    We look after property (We do not waste or damage things).

  6.1.5    We listen to people (We do not interrupt).

6.1.6    We are honest (We do not cover up the truth).

6.2    These rules are displayed clearly throughout the school site so that children and adults can refer to them whenever necessary.

**7    Adult Expectations:**

7.1    We expect all staff to:

(a)    Meet and greet pupils at the door – shaking hands;

(b)    Use positive language related to our Golden Rules;

(c)    Model our expectations of positive behaviour and build relationships;

(d)    Plan lessons that engage, challenge and meet the needs of all pupils;

(e)    Use a visible recognition mechanism throughout every lesson;

(f)    Maintain a calm and respectful approach with pupils, giving 'take up time' when going through the steps. Prevent before sanctions.

(g)    Follow up every time, retain ownership and engage in reflective dialogue with pupils.

(h)    Never ignore or walk past pupils who are behaving badly.

7.2    Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to pupils.

7.3    We expect leaders to:

(a)    Take time to meet and greet pupils at the beginning of the day;

(b)    Be a visible presence around the school site to encourage appropriate conduct;

(c)    Support staff in returning pupils to learning by sitting in on restorative meetings and supporting staff in conversations;

(d)    Celebrate staff and pupils whose efforts go above and beyond expectations;

(e)    Share good practice;

(f)    Encourage the use of positive notes and/or positive phone calls home;

(g)    Ensure staff training needs are identified and targeted;

(h)    Use behaviour data to target and assess interventions, policy and practice;

(i)    Support staff in managing pupils with more complex or entrenched negative behaviours;

(j)    Review provision for pupils who fall beyond the range of written policies.

## 8    Recognition And Rewards For Effort

8.1    We recognise pupils who go 'over and above' our standards in class and with the whole school:

- Verbal or non-verbal praise;

- Putting the pupil's name on the board;

- Phone calls home;

- Positive notes home;

- Recognition and extra-responsibility – such as being a Sport Ambassador;

- Through the provision of reward time or 'Golden Time';

- During our 'Reach For The Stars' weekly assembly.

8.2    Our staff also understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

8.3    The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.


## 9    De-Escalation

9.1    The skilful de-escalation by staff of inappropriate pupil behaviour avoids low-level behaviours escalating and becoming more serious.

9.2    When pupils are behaving in a way that is not appropriate, staff have been trained to use a range of strategies to support that pupil so that they can get back on track and without giving attention to the negative behaviour.

9.3    These strategies are based on the adults being assertive so that they are: in control, clear, decisive, showing conviction, direct, polite and fair.

9.4    Examples of the strategies used to de-escalate include:

- Giving attention to positive behaviour elsewhere in the classroom;

- Using non-verbal strategies such as making eye contact; moving to stand next to a pupil's desk; opening the pupil's book or pointing to the page in the book;

- Verbal strategies such as repeating instructions; asking the pupil next to them to help them get started or asking the pupil if they have everything they need to get on;

- Asking the child to take a message to another classroom or undertake a 'job';

- Ending a request with the statement "Thank you." rather than "Please" as this creates an expectation of compliance.

- Using a space within the classroom to allow a pupil to have thinking time.


## 10   Managing Behaviour

10.1   Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although it is sometimes necessary, every minute a pupil is out of a lesson is one where they are not learning.

10.2   Steps should be gone through with care and consideration, taking individual needs into account where necessary. All pupils must be given 'take up time' in between steps. It is not possible to accelerate steps for repeated low-level disruption.

10.3   Praise the behaviour you want to see. Do not pander to attention seekers. This is known as "First Attention To Best Conduct". Adults are expected to work with all children to teach, model and reward good behaviour.

10.4   Pupils are held responsible for their own behaviour. Staff will deal with the behaviour through using the steps for dealing with poor conduct.

10.4.1   *Redirection*

Gentle encouragement, a 'nudge' in the right direction or a small act of kindness.

10.4.2   *Disappointment Point*

Emphasise the pupil's choices. Show disappointment. Re-engage.

10.4.3   *The Reminder*

A reminder of the expectations for pupils with respect to the Golden Rules (see §6).

Repeat reminders if necessary.

De-escalate and decelerate where reasonable and possible and take the initiative so that there is no need to progress beyond this stage.

10.4.4   *The Caution*

A clear verbal caution delivered privately to the pupil (where possible) making them aware of their behaviour and clearly outlining the consequences if they continue.

The pupil has a choice to do the right thing.

Pupils will be reminded of their previous good conduct to prove that they can make the right choices.

Short (approximately 30 second) scripted approaches are encouraged at this stage.

a.   Gentle approach, personal, non-threatening, side-on, eye level or lower.

b.   State the behaviour that was observed and which rule/expectation/routine it contravenes.

  c. Tell the pupil what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.

  d. Walk away from the pupil; allow him or her time to decide what to do next. If there are comments, as you walk away, note them and follow-up later.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

10.4.5 *Time Out (Dependent Upon The Child And Their Age)*

The pupil is asked to speak to the adult away from the others.

Boundaries are reset.

The pupil is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.

The pupil is given a final opportunity to re-engage with the learning or to follow the instructions.

This should only take place outside the classroom if the pupil needs to calm down and/or to defuse a situation. In general, three minutes should be enough.

10.4.6 *Internal Referral*

If the step above is unsuccessful, or the pupil refuses to take time out, then they will be asked to leave the room. If appropriate, another member of staff will be asked to escort the pupil to a workspace outside the classroom.

All internal referrals must be recorded on the pupil's electronic records.

10.4.7 *Restorative Meeting*

Restorative meetings are a core part of repairing damage to trust between pupils or between staff and pupils.

Restorative follow up is an alternative to punitive sanctions. Where issues were not resolved, a restorative conversation needs to take place between the two parties.

This should take place at the earliest opportunity, before the two parties are due to meet again.

Our meetings are structured in six steps:

  (a) What happened?

  (b) What was (s)he thinking at the time?

  (c) What has (s)he thought about since?

  (d) Who was affected by what (s)he did?

  (e) In what way have they been affected?

(f)　　　What does (s)he think needs to be done to make things right?

Staff will take responsibility for leading restorative meetings, leaders will support when requested.

10.5　Pupils may have their behaviour monitored by staff to show progress towards agreed targets.

10.6　At Broughton Primary School, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other pupils or give fame to those who choose not to meet our high standards of behaviour.


## 11　Formal Partnership Stage

11.1　A partnership stage will be implemented where there is a cause for concern regarding behaviour issues (but may also include attendance or progress issues).

11.2　The pupil will work with the learning mentor who will:

- Support and, if necessary, facilitate the restorative meeting between parties;

- Develop an appropriate action plan with the pupil;

- Monitor, review and mentor using the action plan;

- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves;

11.3　All of these matters will be recorded on the pupil's electronic file.

11.4　Parents will be informed of this and invited to take part in meetings as necessary.


## 12　Serious Breaches

12.1　A serious breach is an incident that may lead to exclusion.

12.2　The current DFE Guidance is followed in these cases.


## 13　Restraint

13.1　We recognise that there are occasions when pupils may have to be restrained. This is usually as a last resort to protect themselves or others from injury.

13.2　School staff are trained in the use of Team Teach techniques to ensure that this happens in the safest manner possible.


## 14　Confiscation

14.1　If pupils bring items onto the school site that are either inappropriate, or used inappropriately, staff are authorised to remove them from the pupil.

　　　　　　　　　　　　　　　　　Broughton Primary School

14.2  Depending on the item and the circumstances, the item will usually be returned to the pupil at the end of the school day or returned directly to parents following a discussion about the school's expectations.

14.3  School will not return items judged to be dangerous to pupils. These will only be returned to parents after a discussion about the school's expectations.

14.4  Illegal items will be given to the police.

14.5  Items which may be deemed inappropriate include:

- Mobile phones or internet enabled watches;

- Personal electronic equipment such as iPods, iPads, games consoles and the like;

- Jewellery other than watches.


## 15  Monitoring and Reporting Of Behaviour

15.1  Senior leaders are responsible for the monitoring of behaviour incidents and reporting this to the Governing Board.

15.2  The Governing Board, via the Head Teacher's Report, will be made aware of the number of incidents where children are involved at the Formal Partnership Stage. This is to allow Governors to monitor the impact of this policy and to hold school leaders to account.

15.3  Staff, parent and pupil annual surveys include questions relating to behaviour. Results of these surveys are shared with the Governing Board.

15.4  Governor triangulation visits include the monitoring and observation of behaviour; including discussions with staff and pupils.