

Great Bowden Academy

A Church of England Primary School



Behaviour Policy 2021-22

Our policy has been informed by:
Running the Room – Tom Bennett
When the adults change, everything changes – Paul Dix
EEF Toolkit- Improving Behaviour in school

It should be read in conjunction with the staff handbook and our evolving Everyday Excellence document – where there is additional information about expectations and routines. Lunchtime supervisors should also refer to the lunchtime supervisor handbook.

Our school vision is –

At Great Bowden Church of England Academy our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

Our school values are –

Wisdom, thankfulness, peace, service, endurance and koinonia

Our three school rules are -

Be Ready, Be Respectful, Be Responsible

Promoting good behaviour amongst the pupils is a shared responsibility. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Great Bowden is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning.

We always look for positive behaviour first and praise it. We value kindness in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected.

Roles and expectations of staff

All staff must share our common expectations and values in order to create the positive learning environment we desire. **All** staff are role models for our children. This requires consistency, a balance between positive reinforcement and sanctions, an understanding of restorative conversation, as well as the quick detection of and immediate action on issues. The Senior Leadership Team is committed to support all staff to achieve these goals.

Our aim is to develop the children's understanding of what Ready, Respectful and Responsible means. All staff refer to 'Ready, Respectful, Responsible' in all conversations that they have with children – this may include praising children for doing the right thing, or encouraging them to make a better behaviour choice.

All staff:

- Refer to 'Ready, Respectful, Responsible' when discussing behaviour. (See App 1)
- Model positive behaviours and build relationships.
- Use PIP (Praise in public) and RIP (Reprimand in private).
- When speaking about unwanted behaviour, speak in a calm and consistent tone.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past pupils who are not showing expected behaviour.

Teachers/ support staff:

- Meet and greet positively at the door at the start of the day.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Promote good behaviour in every lesson
- Are calm and give 'take up time' when going through the steps. Prevent before sanctions.

Senior leaders

Senior 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 the pupils.

Senior leaders:

- Take time to welcome pupils at the start of the day
- Are a visible presence around the school to encourage appropriate conduct
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in returning pupils to learning by sometimes sitting in on restorative meetings and supporting staff in conversations
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure staff training needs are identified and targeted
- Regularly review provision for pupils who fall beyond the range of written policies.

Roles and expectations of pupils and parents

Role of the Pupil

In addition to our school values, we expect all pupils to follow three simple rules:

- Be ready
- Be respectful
- Be responsible

Role of Parents

We believe that positive dialogue between home and school is vital.

Parents are expected to:

- Support their child in adhering to the school values and the expectations of positive behaviour and relationships with others
- Ensure that their children fully understand the consequences of negative attitudes and behaviour
- Inform the class teacher of any changes in circumstances, which may affect their child's behaviour.
- Contact the school if they are worried about their child's behaviour.

Behaviour expectations around the school

The school environment:

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors:

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others, showing politeness and consideration for others.

Collective Worship:

Staff and children are expected to enter and leave the hall silently and sit quietly during Collective Worship, showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts in a positive and respectful manner. Members of staff who accompany their class into Collective Worship and wish to issue instructions to children should usually do this using signs rather than speech, and should lead their class in and out of the hall from the front of the line.

The dinner hall:

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal, children should clear their eating area, check that they haven't dropped any rubbish, leave the dining area quietly and walk to the playground or field. Reference should be made to the Everyday Excellence document which clarifies expectations when children are in the hall.

The playground:

At Great Bowden, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if unwanted behaviour has occurred. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with through the discussion of which rule isn't being followed and recorded accordingly. The whistle should be used as a signal for pupils. First blow of the whistle, all children stand still. Once everyone is stood still, the second whistle should be blown and all children walk calmly to line up. Teachers will be outside in good time to collect their class.

Signal

To support us in being more consistent in our approach to gaining all pupils attention, we will use a raised hand/ countdown approach to gaining the children's attention when in class, in collective worship and in the hall at lunch time. This can be used by all adults across the school. This will need lots of practice at regular intervals throughout the day.

The signal is - teacher/ adult to raise their hand in the air and calmly count down from 5. (5,4,3,2,1). Pupils should raise their hand in acknowledgement, and they should stop whatever they are doing, turn to face the adult and wait quietly. This will allow adults to give praise to those who are doing what is expected and to calmly, remind others what is expected and to wait until all pupils are listening. Where children are not, consequences will be given as per the behaviour policy, or in some cases, as per children's individual behaviour plans.


Promoting Good Behaviour

At Great Bowden, we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries.

Affirmation of 'doing the right thing in the right way' is important and children are rewarded in a range of ways for their attitude and learning behaviours.

This poster is displayed in all classrooms.

Ready, Respectful, Responsible




**Recognition and Rewards
at
Great Bowden Academy**

Positive feedback
I am praised for good work, attitude and behaviour.

Display
My work can be displayed in class or around school for others to see.

House Point Stickers
I can be awarded for exceptional work, effort or attitude.
Earn house points stickers for myself and for my school house.
When I reach 50 stickers, I receive a special recognition certificate.
The house with the most stickers at the end of term wins the House Point Cup.



Gold Book Assembly
My work can be chosen to show in Gold Book Assembly.
I can be chosen as the Christian Values Ambassador for my class.
I receive a Gold Book certificate to take home.

Social Media
My work or something I have achieved can be shared on the school Twitter and Facebook pages.

Head teacher very special postcard home
I can be sent to the head teacher to receive special recognition for a piece of work I have completed or something special I have done.
The head teacher will write a personal postcard to take home.

When behaviour does not meet our expectations...

Despite good practice and the modelling of positive behaviour by staff, unacceptable behaviour may still occur. This needs to be seen within the context of the individual child and responded to accordingly. Staff will use their professional judgement in responding to situations both in and around the school. As is necessary, the response of staff may vary according to the situation. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Stepped sanctions and consequences (See Appendix 2)

Outlined below are structured sanction steps for dealing with unwanted behaviour within the classroom. It is structured in this way because it allows the pupil clear take up time, does not impose instant, harsh sanctions and is fair and consistent.


1. Reminder (30 second intervention) (See below)
2. Caution (30 second intervention) (See below)
3. If negative behaviour continues after first 2 warnings, child has time out (See below)
4. Internal referral

Children are given 2 reminders if they make negative behaviour choices. On the third occasion, 5 minutes of break time or lunchtime is lost. This is recorded on CPOMS. Where negative behaviour choices are made, children lose a portion of their breaktime or lunchtime in 5-minute blocks. These are recorded on CPOMS. Where there are regular incidents and time lost, as per Appendix 4 actions, teachers should implement an individual behaviour plan (Appendix 3). This should be scanned onto CPOMS and used to analyse patterns of behaviour so that appropriate support can be put in place.


30 Second intervention


At Great Bowden, we believe that when dealing with unwanted behaviour, it is the conversations we have with pupils that lie at the heart of good behaviour and relationship management. The aim is to deliver the message, anchor the behaviour with an example of the pupil's previous good behaviour and allow the pupil take up time to move on and make the right choice. It leaves the child thinking about their actions, knowing that someone important believes they are better. Teachers may walk away and discreetly note down what happened so that they can discuss with the child when everyone is calm.

Ready, Respectful, Responsible




Reminder
The teacher will quietly make me aware of my behaviour, remind me about the expectations and to make the right choices.




Time out
If I do not make the right choices after receiving a caution, I will lose 5 minutes from either my break or lunch time.



Caution
The teacher will quietly talk me about my behaviour and remind me of the consequences of not making the right choices. This is the last reminder.

What happens if I make the wrong choices at Great Bowden Academy?



Internal Referral -
My teacher takes me to a senior member of staff to discuss and reflect on my behaviour and to spend time with them.

Appendix 4 exemplifies the levels within our whole school behaviour. Negative behaviour displayed at level 1 and level 2 will be managed within the classroom or phase. Where negative behaviour reaches level 3, the approach will be bespoke to the child.

Lunchtimes

Lunchtime supervisors will calmly issue a reminder to pupils who are not following one of our rules. After allowing time for this to happen- 'take up time', pupils who continue to display unwanted behaviour will receive a warning and this will be followed by a 5-minute time out if they choose not to comply with the lunchtime supervisor's instructions. If behaviour continues to be a problem, it should be treated as if it were a serious behaviour incident.

Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation after which a decision will be made as to whether an internal or external referral is necessary. **All** incidents should be recorded in the lunchtime supervisor's incident book and passed on to the class teacher who will record it on CPOMS.

In class

Engagement with learning is always the primary aim. For the vast majority of pupils, a reminder is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of the classroom is one where they are not learning. Steps should always 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.

Parents will be informed when their child has been asked to work away from the class (separation from class) or had time out. Resulting from a separation from class, the child will normally miss a part of their break time or lunchtime, supervised by their teacher or a member of SLT. Further consequences may be appropriate, following a restorative conversation.

Every separation will be recorded on CPOMS and the number of times individual pupils need to be moved away from class will be closely monitored.

A serious incident of unwanted behaviour such as a serious fight, immediate danger or serious insolence may lead to step 3 immediately. This will follow with a restorative conversation and appropriate consequence. This will be decided by SLT.

Pupils who engage in repeated unwanted behaviour will be placed on an individual behaviour plan (Appendix 3), as per the stepped sanctions.

Individual Behaviour Plan

Where children's behaviour choices cannot be managed within the whole school system, and there is repeated unwanted behaviour, we will implement an individual behaviour plan (see Appendix 3 for further guidance). This is created to recognise the difficulties that a child has and provide both the child, and the staff that work with them, with support and strategies to be successful. The behaviour plan will take the form of targets which should be written on to the behaviour record grid in the designated space. Targets should be achievable but be designed to restore the pupil's good behaviour as soon as possible.

The class teacher, support staff and SENDCo will be involved in designing the plan. At this stage, referrals to outside agencies or support services within school may take place. Teachers will communicate with the parents of the pupil regularly to discuss the ongoing behaviour plan until it improves.

Children with identified Special Educational Needs and Disabilities

An individual behaviour plan does not replace SEND provision. We will ensure that behavioural targets are incorporated into individual education plans and reflect appropriate approaches and strategies to support the additional needs. Where behavioural needs become a barrier to learning, a behavioural plan will be developed alongside their individual education plan.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Outside agencies

We will refer children who have an individual behaviour plan to the Inclusion Forum. A range of specialists such as the Educational Psychology Service, Autism Outreach Trust, Oakfield Specialist Provision and Children's Health Services attend these forums to give advice to support schools managing challenging behaviour.

Boxall Profile

The Boxall Profile is an assessment designed to track the progress of cognitive development and behavioural traits. It is completed by the class teacher and we also ask parents to complete it. The results are analysed and used to inform intervention strategies.

Goodman's Strengths and Difficulties Questionnaire

This screen is used to assess children's mental health and is completed by the class teacher and the child's parents. It asks questions related to emotional symptoms, conduct problems, hyperactivity/inattentiveness, peer relationship problems and prosocial behaviour. The results are analysed and used to inform intervention strategies.

Positive Handling

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Where a child is putting themselves or another person at risk, positive handling or restraint may be used. There are staff within the school who have received positive handling training by recognised providers. All incidents using restraint are recorded on CPOMS. Refer to Reasonable Force Policy for more information.

Exclusion

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child may be excluded for a fixed term. A child will also receive fixed term exclusion if the incident- in the opinion of the Head of school or Executive Headteacher- is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or another pupil or extensive vandalism to school property.

Fixed-term and Permanent Exclusions

This publication, available on the Department of Education website, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf outlines the statutory guidance when deciding to exclude a pupil from school. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

Appendix 1

<p style="text-align: center;">Rules Ready – Respectful – Responsible</p> <p>Example script Always try to reference the rules when discussing behaviour</p> <p>Praise: Well done. You're showing me R/R/R because you are_____. Thank you.</p> <p>Addressing unwanted behaviour Remember our rules are - R/R/R Please show me R/R/R by _____</p> <p>Thank you. Language of choice should be reinforced- eg 'You need to make the right choice'</p>
--







Appendix - 2

Stepped Sanctions

Step 1: Reminder (30 second intervention)	<p>A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible.</p> <p>Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>The teacher makes the pupil aware of their behaviour.</p> <p>The pupil has a choice to do the right thing. Remind them they have a choice</p>
Step 2: Caution (30 second intervention)	<p>A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The pupil has a choice to do the right thing. Remind them they have a choice</p> <p>Pupils will be reminded of their previous good conduct to prove that they can make good choices.</p>
Step 3: Time out	<p>The pupil is asked to speak to the teacher away from others.</p> <p>Pupil misses 5 minutes from next break or lunchtime.</p> <p>Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.</p> <p>A short restorative conversation should take place as soon as possible afterwards.</p> <p>Teacher logs incident on CPOMS</p>
Step 4: Internal referral	<p>If step 3 is unsuccessful, or if a learner refuses to go and take a time out then the learner will be asked to leave the room to work in a classroom nearby.</p> <p>If appropriate and available a TA will escort the pupil to a workspace outside the teaching room.</p> <p>The teacher should provide work.</p> <p>The teacher must log the incident on CPOMS.</p> <p>A reconciliation meeting should take place before the next lesson.</p> <p>Parents must be informed.</p>

Great Bowden Academy Ready – Respectful - Responsible		
Stepped Sanctions	Micro script: 30 second intervention	Restorative questions
<ol style="list-style-type: none"> 1. Reminder (30 second intervention) 2. Caution (30 second intervention) 3. Time out - 5 minutes off break or lunch (supervised by teacher) 4. Internal referral – child sent to phase lead/ head teacher 	<p>I've noticed that you are _____.</p> <p>It is the rule about R/R/R that you are breaking.</p> <p>I need you to be R/R/R by _____.</p> <p>Remember when _____.</p> <p>That's the _____ I need to see.</p> <p>Thank you for listening</p>	<ol style="list-style-type: none"> 1. What happened? 2. How do you feel about it? 3. Who has been affected and how? 4. What are the needs of those involved? 5. What do you think needs to happen next to make things right?

Further examples of restorative approaches

Ask: How are you feeling?	Restorative Language (for use by staff)
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Happy </div> <div style="text-align: center;">  Okay </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Frustrated </div> <div style="text-align: center;">  Unhappy </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Sad </div> <div style="text-align: center;">  Angry </div> </div>	<ul style="list-style-type: none"> • I was very disappointed when you did that Paul. • I am angry and upset by what just happened. • I feel disrespected and angry when you ignore me. • I feel that (describe the action e.g. kicking the chair) was very disrespectful. • I feel really pleased and happy that you made the right choice. • I respect your honesty, thank you.

Restorative Conversation

Directions	Restorative Questions: To respond to challenging behaviour
<ul style="list-style-type: none"> • Takes place away from where the incident happened. • Between the dinner staff member and pupil. • Instant discussion to ensure those involved take responsibility and repair harm by putting things right. • No preparation necessary – use this. 	<p>1) Facts</p> <ul style="list-style-type: none"> - What just happened in the playground/dinner hall etc.? <p>2) Affects</p> <ul style="list-style-type: none"> - How do you feel? (When behaving in the wrong way) - What do you think other people thought about the way you behaved? - What should you have been doing? (At the time) <p>3) Outcomes (fix and mend)</p> <ul style="list-style-type: none"> - How are you going to put things right?

Appendix 3 - Behaviour Record Sheet (available in Behaviour channel in GBA school team)

Name:		Start Date: ensure this is the actual start date Review Date: this should be a minimum of 2 weeks and a maximum of 4 weeks when a review should take place				Week: 1 / 4-it is essential that this is updated weekly so we can collate the evidence and
Target:	Monday	Tuesday	Wednesday	Thursday	Friday	Adults Involved: Who will be supporting the pupil with this plan so that it can be successful in improving behaviour? Eg class teacher? Support staff? Phase leader? ELSA? SLT? Agree with the staff before adding them here.
Be specific and achievable-						
As above						
No more than three targets and if three, they must be manageable for the child to be successful						
Rewards/Motivators: This needs to be manageable so that rewards/motivators can be given. These should be discussed and agreed with the child but obviously with control by the classteacher- perhaps give three options so there is choice and be clear about what it will involved eg 10 minutes lego time.			Consequences: These must be manageable so they can be carried out and also be clearly understood by the child			Documents completed: SDQ? Boxhall? Does the child have a learning plan? Any other external support eg Oakfield?
Overview/ next steps: Strategies to help:	Give an overview of what support is in place, typical behaviours etc and what support is in place. Are there any specific triggers to behaviour? What action has been taken previously and has/ has not worked? Any other key information that is relevant to this behaviour plan.					

**Appendix 4 -
 Negative Behaviour – Level 1 – Whole School Approach
 Behaviour impacts mostly on the child’s own learning**

Behaviour	Consequence – class teacher
Not sitting on your chair properly Not looking at the person speaking Not listening and able to respond Talking when someone else is speaking Not completing work to the best of your ability	Stepped Sanctions Playtime/lunchtime used to restore relationship Complete unfinished work
Class Teacher Action	
<p>Follow stepped sanctions – if reach step 3 (time out reached) record on CPOMS under category Negative Behaviour level 1 Reflect on Quality First Teaching provision – are the child’s needs being met in the classroom Formal conversation between child and class teacher</p> <p>If a child receives 8 Level 1 reports on CPOMS over 2 weeks (teacher to monitor), class teacher to speak to parents, if no improvement following conversation, teacher to implement behaviour plan (see appendix 3)</p> <p>Is the behaviour policy being followed consistently?</p>	

Negative Behaviour – Level 2 – Whole School Approach
Behaviour begins to impact on the learning of others

Behaviour	Consequence – class teacher
Behaviour that exceeds beyond Level 1 Leaving chair and moving around the classroom when not appropriate Complies to adult instruction but needs several reminders Shouting out even when reminded not to Refusal to complete work Name calling / unpleasant attitude towards others	Stepped Sanctions Sanctions following school policy Playtime/lunchtime used to restore relationship, Complete unfinished work
School Action	
<p>Reflect on Quality First Teaching provision – are the child's needs being met in the classroom Formal conversation between child and class teacher Discussion between class teacher, SENDCo, ELSA to determine future strategies. Loss of time logged on CPOMS - Loss of time monitored and analysed.</p> <p>If a child receives 4 Level 2 reports on CPOMS over 2 weeks (teacher to monitor), class teacher to speak to parents and implement a behaviour plan(see appendix 3) Class teacher to speak with parents to discuss strategies moving forward – conversation recorded on CPOMS.</p> <p>When a conversation has happened 3 times with parents, SLT will meet with class teacher to decide next steps.</p> <p>When a behaviour plan is in place is it being followed consistently?</p>	

Negative Behaviour – Level 3 – bespoke to the child

Behaviour has a significant impact on the learning of others and the school environment

Behaviour	Consequence – class teacher
<p>Behaviour that exceeds Level 1 and 2</p> <p>Leaving the classroom without prior agreement</p> <p>Refusal to engage with learning</p> <p>Refusal to follow instructions</p> <p>Causing significant disruption within the classroom or on the playground</p> <p>Walking away from the adult dealing with the behaviour</p> <p>Offensive name calling which may contain inappropriate language, homophobic or racist comments</p> <p>Bullying including cyberbullying</p> <p>Creating an incident which puts themselves or others in danger</p> <p>Causing deliberate physical harm to another person – child or adult</p> <p>Leaving the school site</p> <p>Verbal abuse towards a staff member</p> <p>Bringing a dangerous object to school</p> <p>Illegal behaviour</p>	<p>Immediate loss of privileges – break time, lunchtime.</p> <p>Use of red triangle to call for member of SLT to support.</p> <p>Where appropriate, child is removed from the environment for the remainder of the session/ day as agreed by SLT.</p> <p>Internal exclusion to be used as appropriate by SLT.</p> <p>Positive handling strategies may be employed to keep the child safe.</p>
Next steps may include	
<p>Reflect on Quality First Teaching provision – are the child’s needs being met in the classroom Formal conversation between child and senior leader.</p> <p>Are individual strategies in place for the child being followed and implemented by staff?</p> <p>Discussion between class teacher, SENDCo, ELSA to determine future strategies – create Individual Behaviour Plan and share with parents</p> <p>Log on CPOMS</p> <p>Teachers complete Boxall profile/ Strengths and difficulties questionnaire (SDQ)</p> <p>Engage ELSA support</p> <p>Referral to Inclusion panel</p> <p>Parents informed – conversation logged on CPOMS</p>	

This policy should be read in conjunction with other related policies and guidance.