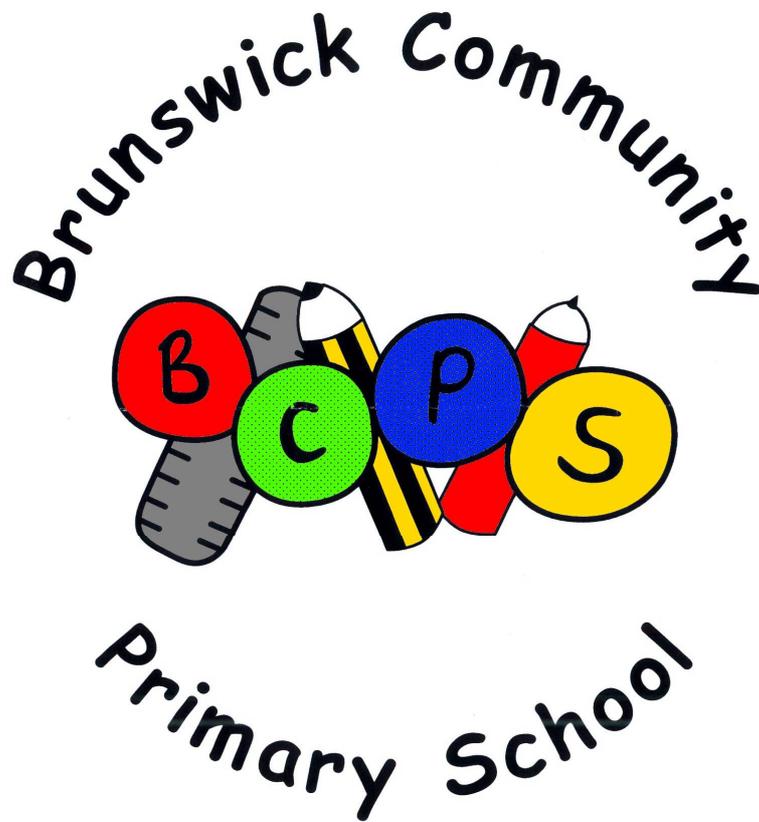


# Brunswick Community Primary School



## Promoting Positive Behaviour Policy

Updated March 2015

## **Policy Aims and Vision**

This policy sets out the school's aims, principles and strategies for a consistent approach to whole-school and classroom management of pupils behaviour.

### **Aims**

- For all children to develop a sense of right and wrong, making good choices and taking responsibility for their actions.
- To encourage a calm, purposeful and happy atmosphere in school.
- For the whole school community including parents/carers and school governors to know, understand and follow our school's Positive Behaviour Policy.
- To encourage and enable parents to support our school values.
- To have a consistent approach to behaviour across the school.
- To set clear boundaries of acceptable behaviours following the school's Golden Rules.

### **Vision - How it will look at our school**

- Our children will make good choices and take responsibility for their actions
- Our school will be a calm and purposeful place
- We will be a supportive school community where all participants will be positive ambassadors for the school.
- There will be consistent and positive management of behaviour
- Our children will be taught and expected to follow the Golden Rules

### **Golden Rules**

We are gentle  
We are kind and helpful  
We listen  
We are honest  
We work hard  
We look after property

### **Rewards**

The whole school reward system 'Golden Leaves' reinforces desired and positive behaviours across the school in line with the 'Golden Rules'. Children are rewarded 'Golden Leaves' which they collect throughout the year to receive certificates and further rewards. All children are able to be rewarded 'Golden Leaves' by any member of staff across the school.

Alongside our positive whole school golden leaf reward system, every year group continues to use a variety of (positive) rewards in order to keep children focused, fresh and motivated as they move through school.

## Possible Additional Rewards

- Verbal approval/acknowledgement for individuals, groups and whole class
- The sharing of success with parents/carers
- Non verbal approval – thumbs up, smiles, nods, etc
- Stickers, stamps, raffle tickets, marbles in jars
- Certificates of achievement
- The sharing of success with others e.g. other staff, the Head / Deputy
- Sending good work to other classrooms
- Reasons to be cheerful awards

## Unacceptable Behaviours

**Low Level:** Unacceptable behaviour that can be effectively managed within a classroom environment by the class teacher and other adults.

**Medium Level:** More persistent/serious behaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and other staff members including the Phase Leader and SENCO. Informal involvement of the Deputy or Headteacher may be required.

**Extreme Level:** Very serious unacceptable behaviour or persistent Medium Level behaviour. Formal involvement of the Headteacher and parents. Additionally other outside agencies may also become involved.

<b>Low Level Behaviours</b>	<b>Possible strategies</b>
Child not on task	The look!
Childs disrupting another child, chatting in class	Repositioning of children
Child is distracting / interrupting teaching and learning	Peer reminders (used sensitively) e.g. Highlighting preferred behavior
Child is answering back	Reminder of Golden Rules
Child not taking instruction	Private discussion with child
Child telling lies/getting others into trouble	Approach child non-verbally
Child being verbally abusive / minor bad language	Refer to visual symbols
Child is choosing to move inappropriately around the classroom/school	Reinforce that the child is responsible and has a choice
Child displaying inappropriate behaviour	Give a warning of a consequence - <i>You have a choice to make.. you can make the right choice A or continue to break the 'Golden Rule B' and move to Amber.</i>
Child causing careless damage	Refer to traffic lights
Low level destruction of property (first time)	
Playtime incident (first occurrence)	

<b>Medium Level Behaviours</b>	<b>Possible strategies</b>
Persistence of Low Level	"Time out" in own classroom /year group/phase leader
Incomplete tasks (deliberate) and/or Child refusing to work	Discuss child's choices during child's break time with adult involved e.g. <i>You have made the choice not to follow the golden rule. What better choice could you have made?</i> Parents informed by teacher and work sent home to complete (if appropriate)
Defiance	Sharing of information with other staff
Deliberately damaging another child's piece of work	Loss of privileges e.g. break (spend time with duty adult).
Minor vandalism	Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents, may include SENCO and pastoral support, home/school challenge card
Child stealing/intent to steal	Pastoral support plan/SEN register
Direct verbal abuse	Refer to traffic lights
Attempt made by Child to use threatening behaviour but responds to teacher.	Use of SEAL calm down tricks
Minor physical incidents involving two or more children.	Discussion of feelings with teacher and logical consequences if necessary.

**\*Help Cards for extreme behaviours only**

<b>Extreme Level Behaviours</b>	<b>Possible strategies</b>
Major disruption of class activity	Formal chat with Headteacher (child)
Vandalism of school building, property	"Time out" with Headteacher supervision
Stealing/intent to steal (persistent)	Parents invited into school for formal discussion with Headteacher
Racial abuse	Involvement of EWO/other agencies
Persistent bad language and verbal abuse	Use of SEAL- focus on feelings and correct choices
Violent hitting, kicking, fighting	Use of SEAL calm down strategies
Aggressive violent behaviour, causing deliberate injury	School challenge card
Abuse/threatening behaviour towards another person	Parents informed and possible involvement of SLT
Dangerous refusal to obey instruction including the above	Parents informed and possible involvement of SLT
Leaving school premises without consent	See absconding paragraph*

## **Traffic Light System**

At our school all classes use and display a simple traffic light system so all children are responsible for their behaviour choices. The traffic light system uses three colours which children, if required move between. Before a child moves from one colour to another they are given time to improve their behaviour through the language of choice, making the children responsible for their own behaviour. All children are reset to the **GREEN ZONE** at each Registration to provide a fresh start.

All children begin in the **GREEN ZONE**. Children remain on green when displaying appropriate behaviour by following the 'Golden Rules'. Positive behaviour choices are reinforced through praise and rewards.

Children move into the **AMBER ZONE** when low/medium behaviour continues after choice reminders are given. Children have time to move back into the **GREEN ZONE** by choosing to behave in accordance to the 'Golden Rules' thus making a better choice in behaviour.

Children move into the **RED ZONE** when low/medium behaviours continue after choice reminders are given. Children who move into the **RED ZONE** receive sanctions according to the hierarchy of behaviour whilst positive choices continue to be reinforced. Children are always given time to reflect on their behaviour choices.

## **Behaviour Incident Log**

In the case of persistent low/medium level behaviour when a child moves to the **RED ZONE** or when extreme incidents of behaviour occur, a record will be kept on the Behaviour Incident Log (appendix A). The Behaviour Incident Log will be shared with the Head/Deputy. The member of staff dealing with an incident is responsible for the recording of incidents.

Behaviour Incident Logs will be regularly monitored enabling interventions and sanctions to be applied to individual children when necessary.

**\*Help Cards for EXTREME incidents of behaviour only**

## **Help Cards**

When a Help Card is used the responder makes the next steps decision based upon the individual circumstance.

## **Positive Handling**

In the case where a child is displaying physically aggressive behaviour towards another person or is in danger of physically harming themselves a Positive Handling Plan may be required, agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parent. Positive Handling Plan can be found in appendix B and Positive Handling Logs can be found in appendix C.

## **Responding to Unforeseen Emergencies**

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principals are that any physical intervention should follow a **dynamic risk assessment** and be:

- ***in the best interest of the child;***
- ***reasonable and proportionate;***
- ***intended to reduce risk;***
- ***the least intrusive and restrictive of those options available which are likely to be effective.***

### **Absconding**

If a child absconds from the school premises then parents will be informed immediately. Members of staff will not follow children off site other than when the child would suffer harm if no action was taken. In this emergency case the above dynamic risk assessment would be followed.

### **Behavioural Special Needs**

In the case of children identified as having “behavioural special needs”, the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan/pastoral support plan. This plan will be designed to deliver improvements in the child’s behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

**Description of Responsibilities for all Members of the School Community.**

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
<p>To lead by example</p> <p>To be consistent in dealing with children</p> <p>To encourage the aims and values of the school among the children</p> <p>To have high expectations of the children</p> <p>To meet the educational, social and behavioural needs of the children</p> <p>To provide and appropriate curriculum</p> <p>To offer support to colleagues</p> <p>To recognize and acknowledge positive behaviour in others</p>	<p>To support and care for each other</p> <p>To respect each others property and work</p> <p>To listen to others and respect their opinions</p> <p>To take responsibility for their own actions and behaviour</p> <p>To do as instructed by all adults in school</p> <p>To follow the 'Golden Rules' at all times</p>	<p>To be aware of and support the school's values and expectations</p> <p>To ensure that children arrive on time each day and are collected at the correct time</p> <p>To ensure that their child attends school regularly</p> <p>To provide the school with an emergency contact number</p> <p>To ensure children come to school prepared and equipped to learn</p> <p>To acknowledge/respond to information and share opinions and concerns constructively</p>

**Brunswick Community Primary School  
Behaviour Incident Log (appendix A)**



Date:		Time:	
Name of Child			
Reporting Adult(s)			
Location			
Nature of incident  Low / Medium / Extreme			
Response to incident			
Parents informed:	Date:	Time:	

Reporting Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Pupil Signature \_\_\_\_\_ Date \_\_\_\_\_

SLT Signature \_\_\_\_\_ Date form received \_\_\_\_\_

**Brunswick Community Primary School  
Positive Handling Plan (PHP) (appendix B)**



Name: \_\_\_\_\_ Date of Plan: \_\_\_\_\_ Review Date: \_\_\_\_\_  
 What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Response:	Response:	Response:
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up
Response:	Response:	Response:

What are common triggers?

**Praise Points / Diversions and distractions**

- 1.
- 2.
- 3.
- 4.
- 5.

**De-escalation skills**

	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	
Remind Consequences	<input type="checkbox"/>	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	

**Preferred method Physical intervention?**

<b>Intermediate</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Advanced</b>			
Front Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	
Back Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	
Shield	<input type="checkbox"/>	<input type="checkbox"/>	

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

<b>H</b> ere <b>E</b> xplain <b>L</b> ink <b>P</b> lan	
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Parents/Carers:	Name:
Teacher	Name:
Social services (if applicable)	Name:
Educational Psychologist	Name:
Case Worker	Name:
Young Person	Name:

**Brunswick Community Primary School**  
**Positive Handling Record form (appendix C)**



<b>Name of child</b>	
<b>Class group</b>	
<b>Name of adult</b>	
<b>Date</b>	
<b>Time</b>	
<b>Location</b>	

**Description of incident:**

**Reason for using force and description of force used:**

**Were any injuries suffered by children or staff? Yes / No**

**If yes, please provide details:**

**Follow-up, including post-incident support and any disciplinary action:**

**Parental Letter Sent date:**

**Parental slip attached Y/N**

**Parental response to incident:**

**Names of staff involved:**

**Report completed by:**

**Signed:**

**Date:**

**Ensure one copy to be sent to governors.**