

Brimrod Primary School



Behaviour

Brimrod Primary School Behaviour Policy



Rationale

Our Behaviour Policy is based on: -

- a. All interactions will be based on the rights of the individual to be safe to teach and to learn.
- b. All members of the school community will teach responsibility by holding each other to account and using the language of choice giving positive or negative consequences.
- c. The emotional environment of the school will be warm and supportive. Expectations of behaviour should be high with clear, well displayed and taught routines. Instructions should be given unambiguously with continuous appropriate praise. All effort and achievement must be rewarded.
- d. Teachers and other adults will have a repertoire of strategies to support poor choices.
- e. We will have clear, well-used rewards, 'Good to Be Green'. We will ensure all children are rewarded. Sanctions will be hierarchical.
- f. All members of the school community should be aware of the policy and feel confident in sharing in the management of children's behaviour.

"Brimrod Guidelines" (from the Rationale)

1 Rules

Our School Rules will be explicitly taught and displayed:

Class agreements will be drawn up through whole class agreement at the beginning of the year – and displayed. They will reflect basic classroom rights in order to encourage *responsibility*.

"Our Golden Promises"

- 1. Treat our community kindly and with respect**
- 2. Keep yourself and others safe at all times**
- 3. Always be honest**
- 4. To listen, learn and contribute**
- 5. Look after school property and the environment**

2 Choice

The language of choice will always be used. This removes the power struggle and regards mistakes as part of learning. We recognise that you can't make children do things; they choose their behaviour. We encourage responsibility by using 'if'. "If you (choose to) continue to work loudly and disturb others at the table then I'll ask you to work over here." The language of choice should always be given before a formalised sanction, e.g. 'If you continue to this is what will happen'. All good choices should be recognised as that.

3 Routines

1 to 2 days at the beginning of each term are used to develop / remind children of the rules, routines and what is expected in and around school. These provide security for our children who need consistency, fairness and clear expectations. Each class will also have their own routines and these should be agreed at year group level to reflect stages of development.

Descriptions of the behaviour expected will be:-

- Displayed
- Reminded of before the instruction
- Children told that they will all do well
- Instruction given to as many children at any one time that can complete it with success
- Others will watch
- Thanks will be given for following the instruction

Politeness at all times will be taught and modelled by ALL staff.

4 Strategies

All staff will have a range of strategies (low, medium or high) at their disposal and are the means to ensuring that our children follow our instructions. We aim to use as many low level strategies as possible to create emotional warmth in our classrooms. A list is attached (see Appendix 8). The language of choice should always be used.

5 Rewards and Sanctions

“Effective sanctions limit behaviour; only rewards change it.”

6 Sharing in the Management of Children’s Behaviour

- a. ‘*Teachers and non teaching staff*’ share the management of behaviour in classes other than their own. Positive interaction with children from staff is essential in **all areas of the school and at all times of the school day** (e.g. corridors, assemblies, lunchtimes, lining up after playtime). This makes the emotional environment warm and reflects our nurturing ethos.
- b. Parental involvement and support is a vital part of our policy and this is communicated to parents through school brochures, reports and news letters (and to new parents as part of our induction process for children). Parents who have children with behavioural difficulties will be asked to sign a personalised parental agreement contract with school which will outline clear responsibilities which ALL parents must adhere to.

The First Week

We believe the principles on the first two pages of this Policy to be so important, that the first week of the school year is devoted entirely to the establishment and reinforcement of them within each classroom. In particular, the teaching of rules and routines is considered fundamental to securing an appropriate learning environment for the year ahead (see Appendix 2).

The Brimrod Behaviour Curriculum

At Brimrod we do not assume our expectations of social behaviour are so obvious that they do not need to be taught. As a result, we aim to deliver sessions in class, which teaches individual, and group social skills as and when necessary.

The following skills are the most important examples but are by no means exhaustive:

Individual Skills

Making an apology

Giving/receiving compliments

Dealing with fights & arguments

Responding to provocation

Anger Management

Being polite

Group Skills (building on individual skills)

Feelings and emotions

Problem-solving skills

Friendship skills

Support Group skills

Circle Time

Communication/ Interaction Strategies

Resources to help staff teach these skills are available in school.

The teaching of these skills is only effective with whole school consistency and this is a fundamental duty of a Brimrod teacher

The Brimrod Behaviour Plan (see Appendix 1)

This is based on the rights of children and teachers to learn and teach and to feel safe and forms the central part of our Behaviour Policy. The importance of keeping the School Rules is the principle on which the Behaviour Plan operates. See 'Good to be Green.'

Reward Assemblies

These are held once a week on Monday mornings for all classes in the school.

The assemblies are a celebration of achievement, for individuals, groups and classes. Headteacher's Awards are given to individual children for learning or behaviour for exceptional acts and these children will be placed in the Headteacher's Golden Book. As part of the rewards system, if a child is placed in the Golden Book 3 times in an academic year, they will receive a small prize. Class teacher / TAs choose at least 1 child per week to receive a school award for the same reasons. Good attendance is also rewarded (see Attendance Policy).

Abuse of staff, whether spoken or physical, will not be tolerated and result in exclusion.

Managing the Most Challenging Children (including children at risk of exclusion)

At Brimrod we occasionally experience challenging behaviours; we do not accept them as inevitable or unchangeable.

Aims

Through adherence to the Rationale and Guidelines on pages 1 and 2 of this Policy we aim to:

- Reduce incidents of socially unacceptable behaviour through the establishment of a 'supportive and positive environment'
- Meet the specific needs of individual children through 'planned intervention' drawn up in IBP's or Pastoral Support Plans
- Ensure 'strategies' (and resources) are in place which allow the teaching and learning in classrooms to continue without disruption
- To work towards a 'restraint free environment' in which all children/staff feel safe.

Guidelines (relating to the 4 aims above)

Supportive Environment: Behaviour should be viewed in relation to its antecedents within the areas of:

Classroom Management:

Seating arrangements to minimise disruption

Placement of resources

Preparation of resources

Preparation of lessons to motivate, engage and enthuse

The working environment

Curriculum:

Adapting teaching styles

Being aware of differing learning styles

Appropriate content

Appropriate differentiation

Behaviour Management:

Knowledge of individual children

Creation of a positive classroom/working environment

Effective use of rewards and sanctions

Positive Handling

Social Management:

Sensitivity to flashpoints

Awareness of potential problems (particular times, people, location etc.)

Consistency – to the individual child (both in their understanding and experience)

Planned Intervention

Support Plans / Action Plans (Only for children with identified behavioural difficulties)

If, in the view of the Head/Class Teacher/SENDCo/Learning Mentor, a child is at risk of exclusion, parents will be invited (with the Class teacher), to a meeting in which a Pastoral Support Plan / Action Plan will be drawn up to target the child's needs. A questionnaire will be sent to the parents/carers in advance of the meeting to establish their views on the strengths/difficulties of their child, and this will be used as the starting point in the meeting.

The class teacher will be present, but not necessarily the HT/DHT. Where appropriate, the targets should be agreed with the child towards the end of the meeting. (See Appendix 4).

The Headteacher, DHT, and **child** (if appropriate) will receive a copy of the Support Plan.

Support Plans are not guaranteed to succeed and some variance in staff tolerance levels is inevitable. It is the staff member's role to liaise with other staff to share information/strategies.

Support Plans take a lot of patience; require an appropriate time-scale and flexibility in their implementation (some "logical" strategies fail whilst more unorthodox ones work)

but:

The consistent application of rewards and sanctions will be the most successful form of behaviour modification with the majority of children.

The targets in the Support Plan should be communicated to staff at Friday morning briefings to ensure this whole school consistency.

Other Actions

- Where the action of a child is severely and persistently disrupting the teaching and learning, a letter will be sent to the parents/carers by the Class Teacher /Head or Deputy Headteacher and, if not already in place, a meeting called to draw up a Pastoral Support Plan. These letters will be placed on file.
- The child may also have a home-school book with daily notes being taken of behaviour by the class teacher/mentor. Wherever possible, and to ensure communication with parents, the Report Book should be taken home every day. It is acknowledged that such record keeping/letter writing places a burden on staff, however, the phrase "no surprises" is extremely important to adhere to when dealing with the delicate matter of parental knowledge of their child's behaviour at school.

The Management of Violent/Abusive Behaviour and the Use of Restraint

a) Common Aspects of Children Displaying Defiant/Violent/Abusive Behaviour

- Disruptive behaviour is often a system of fear, failure or frustration
- Real or imagined “slights”, minor disruptive incidents, or tension within the classroom can trigger incidents, which produce hostile responses in an emotionally fragile child
- Outbursts of violence may be exhibited, the cause of which may originate out of school or even due to the child’s history

b) Initial Management of the Behaviour

- The level and nature of the intervention will depend on the attitude and behaviour of the child
- When staff observe tension the initial approach should be low key
- Attempt to divert the child from his/her intended outcome

- Where the child dismisses all avoidance options suggested by staff and aggressive behaviour escalates towards violence, the member of staff should decide whether to summon support or take other measures to safeguard the safety of all present

c) Principles Governing the Management of Challenging Behaviour

Staff may use many strategies to manage disaffected children. The selection of strategies depends, in part, on the personality, character and temperament of individual staff. No set strategies guarantee a successful outcome but the following principles should govern any staff decisions:

- It is essential that staff *remain objective and calm*. It is not possible to manage children effectively when one becomes “heated” by the circumstances
- It is important to *listen and respond quietly* to the child, rather than overwhelm the child with loud and insistent directives (loud, nagging demands)
- If no immediate solution is obvious, ask the child if you can deal with the difficulty at an agreed later time. Imposing an immediate “solution” may not dispel the child’s frustration, whereas time-distancing problems sometimes do
- Avoid hardening your attitude. Staff should keep their position flexible for as long as possible without losing their perspective. Don’t push towards a confrontation
- Always maintain positive attitudes that are constructive. By stressing positive behaviours regularly, you are reinforcing desired attitudes in your children. Refer to the child’s previous achievements and promote self-esteem
- In confrontations, negative factors should be stated in a neutral tone of voice. Factual statements should be used as the basis for staff/child discussion
- Always use the language of choice rather than impose directives or “threats”. The child must know that it is he/she making the decision
- Create “diversions” involving other people in order to dispel the child’s aggression. Resist becoming “cornered” in an argument. It takes two to sustain arguments

- Decide, when appropriate, to involve mentor/LSA in support. Supporting adults can encourage supportive attitudes in other children in the class in order to “talk round” the aggressive child
- When support is available, remove the child from an “unhelpful” environment. Don’t allow negative peer group “encouragement”
- Staff must assess the risks, promote physical safety and do everything possible to prevent physical injury to themselves as much as the child.

d) **Positive Handling**

The Principles:

- When aggressive children escalate confrontations to the point of violence, staff should, as far as possible, promote physical safety for all pupils involved. This may require positive handling of aggressive children. Most staff have been trained in the “Team Teach” method and have been given official authorisation for its use. *Only Team Teach methods should be used; no other handling strategies whatsoever are permitted*
- The names of staff able *and willing* to use the Team Teach methods should be displayed in the Staff Room. These include Stuart Perkins (HT), Louise Thompson (DHT), Kate Clarke (AHT) & Jacinta Hindley (Nursery Teacher)
- In most situations, holding the child by the forearm will be the only Team Teach technique necessary to prevent a child causing harm to others
- Later, when the child is calm and seated, a discussion should take place on the reason for the outburst. Discussion should include other, more acceptable, options to the resolution of the cause of the violence. This follow-up action is the crucial element of support for children who use violence. (*see overleaf).
- There is an expectation that trained (and named) staff should act within their “duty of care”, and use positive handling in order to prevent harm to others. All staff, however, may provide support, and the Team Teach “help protocol” will allow them to play their part in the process
- Risk assessments should always be carried out prior to using positive handling techniques. Is positive handling the safest way of preventing harm to others at that particular time and in that particular environment?
- If, when drawing up a PSP/IBP/Action Plan for a particular child, positive handling is considered a necessary strategy to prevent harm, a handling policy relating to that child will be completed and circulated to the relevant parties/agencies (see Appendix 6 for model policy document)
- Teachers Black book and the Team Teach Handling Plan (see Appendix 7) should always be completed and placed on file
- Any injury should be examined, treated and recorded by qualified First Aid staff
- Data analysis of positive handling records will be made at regular intervals by the DHT / HT.
- Senior Management should provide opportunities for staff, as well as children, to reflect on an aggressive incident and offer appropriate support

The Positive Handling of a Violent Child

(It is considered that action under this heading will normally only be considered in a very small number of instances).

- Prior to containment, the staff should advise/warn the child that this is about to happen. During a holding/containment, staff should use a reassuring tone of voice and explain to the child what is/will be happening
- If it becomes necessary to physically hold/contain a violent child to avoid injury, the amount of force used must be the minimum necessary to hold the child safely
- In some circumstances a child can be held sufficiently to calm down by a member of staff putting an arm around the child and holding the child's arm or shoulders. Care is needed if arms are held as a struggle could result in an arm being wrenched – even broken. The risk is minimised if the other arm is held
- Generally, the most useful form of positive handling is to hold the child with both arms in a “wrap”
- The length of time a child is held/contained should be the minimum necessary to regain control of the situation. As soon as it is safe, positive handling should be gradually relaxed to allow the child to regain self-control
- It is useful to have another member of staff to help the teacher to reduce the amount of strength necessary for containment. However, the greater the number of staff involved the less efficient the procedure becomes as communication between staff can break down, resulting in a melee of arms, legs and raised voices
- If it is necessary to hold/contain a girl, a female member of staff must be present from the earliest possible time
- At no time during or after positive handling must clothing be forcibly removed from a child – however, footwear may need to be removed to prevent damage/injury
- Staff involved in Positive Handling will receive a de-brief with their Team Leader/DHT/HT – whichever is most appropriate.

*NB: Sufficient staff time will need to be devoted to the period for discussion/reflection with the child following a violent incident if our aim of working towards a “restraint free” environment is to be realised. Therefore in practice, it may often be the Headteacher or Deputy Headteacher who utilise positive handling techniques and follow them up. Trained and authorised staff must note however, that they have a “duty of care” to prevent harm and they must make a risk assessment (see overleaf), before deciding whether to use positive handling, particularly taking into account the possible time delay in securing other help.

Risk Assessments

Planned physical interventions should only be used when the risks of employing an intervention are judged to be lower than the risks of not doing so.

Section 550A of the Education Act 1996 sets out circumstances in which reasonable force may be used in schools. These are to prevent a pupil:

- Committing an offence
- Causing personal injury
- Causing serious damage to property

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline in a school or among any of its pupils

Factors to consider when making a risk assessment:

Risks to staff and children – physical intervention could:

- Be used unnecessarily, that is when other methods could achieve the desired outcome
- Cause injury, pain, distress and psychological trauma
- Become routine, rather than exceptional methods of management
- Increase the risk of abuse
- Undermine the dignity of those involved or humiliate/degrade them
- Create distrust and undermine personal relationships

The main risks to staff include:

- As a result of physical intervention they suffer injury
- The experience stress or psychological trauma
- Disciplinary action

The main risks of not intervening include:

- Staff may be in breach of the duty of care
- Children, staff or other adults will be injured or abused
- Serious damage to property will occur

Planned physical interventions i.e. positive handling, should always be part of a Support Plan (PSP, IBP or Action Plan on the return from exclusion) for the individual child. A Handling Policy relating to the individual child should be drawn up using the proforma in Appendix 6.

Only trained and authorised staff should use positive handling strategies.

Unplanned intervention may be necessary when a child acts in an *unexpected* way. Staff retain their duty of care and any response must be proportionate to the circumstances. Staff should use the minimum of force necessary to prevent injury and maintain safety, consistent with appropriate training they have received.

Exclusion (written in conjunction with Exclusion from maintained schools DfE document)

The exclusion of a child from school will be taken as a final resort. Only the Headteacher can make the decision to exclude and this decision must be based on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 days in one academic year) or permanently.

Pupils behaviour at lunchtime if disruptive can lead to a lunchtime exclusion. Lunchtime exclusions are counted as half day.

Any decision to exclude must be made in line with the principles of administrative law i.e. that it is lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), rational, fair and proportionate.

When establishing the facts to exclude, the Headteacher must apply civil standard of proof (balance of probabilities) rather than criminal standard (beyond all reasonable doubt)

In line with the Equality Act 2010, no decision to exclude must be made on the basis of a child's race, sex, disability, religion or sexual orientation; pregnancy or gender reassignment.

Informal or unofficial exclusions such as sending pupils home to cool off are unlawful regardless of whether they are in agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

A decision to exclude a child permanently should only be taken:

- In response to a serious breach, or persistent breaches, of a school's behaviour policy.
- Where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Headteachers must inform parents / carers without delay of the decision to exclude including the duration of the exclusion and the reasons for it.

They must provide parents / carers with the following information in writing:

- The reasons for exclusion
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents' rights to make representations about the exclusion to the Governing Body and how the pupil may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the Governing Body to consider the exclusion that parents have the right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- That for the first five days of an exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Headteachers must notify without delay the Governing Body and the local authority of:

- A permanent exclusion
- Exclusions which would result in the pupil being excluded for more than five school days in a term
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions, the Headteacher must notify the local authority and governing body once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion

The Headteacher will provide the Governors with the relevant document 'Exclusion from maintained schools, Academies and PRU in England' document so they can fulfil their statutory duties.

Staged Approach the exclusion at Brimrod

Stage 1 – Support plan put into place for the child with clear targets and strategies. This will be reviewed with parents. A TAC meeting will be offered to parents and a referral will be made to the Fair Access Team. This will be reviewed after 2 weeks.

Stage 2 – A child will have up to 2 x 2 day Fixed term exclusions.

Stage 3 – A child will have 2 x 4 day fixed term exclusions

Stage 4 – At the 2nd exclusion of 4 days, the school will consult with the LA and parents that the next exclusion will likely be permanent.

Stage 5 – The child is permanently excluded.

Behaviour which is likely to lead to an exclusion (list is not exhaustive)

- Consistently endangering other children including behaviours such as hitting, swearing, kicking, throwing objects
- Consistently damaging school property
- Hitting / injuring staff on 1 occasion with a term period.
- Repeatedly not responding to reasonable request by an adult.

Professional Development

The school is committed to the professional development of staff in the area of behaviour management. It is only through providing training for staff and allowing them to put what they have learnt into practice in the classroom, that behaviour management skills – and thus children's behaviour – will be improved.

Appendix 1

Good to Be Green Behaviour Plan – Rewards and Sanctions

At Brimrod Primary School we provide high quality teaching and learning experiences in a caring and supportive environment, where all members of our school community reach their full potential. We respect and value each other, raise self-esteem and develop positive relationships.

We aim to foster our values throughout every aspect of school life and the achievement of these underpins the behaviour policy. The key values are:

We encourage our children to be:

The golden promises are discussed with the children regularly. All children and members of the school community are expected to behave according to them.

Golden promises:

- ❖ Treat our community kindly and with respect
- ❖ Keep yourself and others safe at all times
- ❖ Always be honest
- ❖ To listen, learn and contribute
- ❖ Look after school property and the environment
- ❖ All Golden Promises will be displayed prominently in classrooms

The Good to Be Green Behaviour System



In KS1 & KS2 there is a chart displaying the child's name and behind each name the child has three cards, which are used alongside positive reinforcement to the school's code of conduct.

EVERY MORNING ALL CHILDREN START ON GREEN, REGARDLESS OF WHAT HAS HAPPENED THE PREVIOUS DAY

Green > verbal warning > Yellow > verbal warning > Red

1) Green Card



The majority of children will have a green card displayed by their name. This is because they have been following the code consistently. All children at this point at the end of the school day will receive

2) Yellow Card



Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding twice of our expectations they will be told to change their cards to yellow. The language of choice is important to use “if you continue to choose to do xyz you will need to change your card to yellow”

3) Red Card



If a child continues not to follow the code, they will be requested to change their card to red. There will be a rare occasion where a child’s behaviour will take them straight to red e.g. physical fighting and verbal abuse (see Appendix 3). The class teacher is to speak to the parent of any child who receives a red card; whether it is a **straight to red card** or **red following a yellow**.

- All parents will be able to log into School Pupil Tracker to keep track of the number of yellow and red cards their child has received during a certain period of time (determined by them)
- The HT is made aware of all red cards given throughout school and they will monitor the children’s behaviour in the first instance.

Each day will be split into three separate sessions:

- a. Before break
- b. After break
- c. After Lunch

If a child receives a **red card before morning break they lose their break (10 minutes)**. The detention is administered by the class teacher/TA/Adult issuing the sanction.

If a child receives a **red card after break they lose 10 minutes of lunch**. The detention is administered by the class teacher/TA/Adult issuing the sanction.

If a child receives a **red card after lunch they lose the next days break (10 minutes)**. The detention is administered by the class teacher.

If a child **goes straight to red** they **lose 30 minutes of lunch and spend it with SLT** (See detention rota). They must **complete a reflection sheet**. It is the class teacher's responsibility to inform the member of staff who is on detention duty (HT, DHT or AHT) and add this information to School Pupil Tracker using the Incident report button.

FOLLOW UP.

If a child remains on red and does not begin to make good choices, this must be escalated to a Senior Member of Staff.

If a child receives **3 STRAIGHT TO RED CARDS** in any one WEEK they will face an in school exclusion (with the HT/DHT/AHT). They must be provided with appropriate work. **Model letter 3 must HAVE been sent home** and parents invited in to discuss their behaviour with CT AND KS LEAD. This must be followed up. A behaviour plan may be drawn up.

If a child **continues to receive more than 3 STRAIGHT TO RED CARDS each week**; the parents will be contacted by the Deputy Headteacher / Headteacher and asked to attend a meeting with DHT/HT/KS LEAD/CT and a behaviour plan will be drawn up / reviewed.

Rewarding Good Behaviour

We want to recognise that the majority of the children at Brimrod will consistently follow the 'Good to Be Green Code'. There are various ways in which this will happen.

Green all day

Children who are green all day will be rewarded with a 5 housepoints for their class. When the class has reached the required total, all children in the class receive the set prize.

Other rewards

Other rewards systems may be used by the class teacher.



First Week – the following will be discussed explicitly

Establishing Class and School Routines “The Brimrod Way”

- Coming into the school
- Coats (inc coats not being hung up)
- Entering class
- Beginning of the day
- Literacy (places, routines and expectations)
- Numeracy (places, routines and expectations)
- Other curriculum subjects (places, routines and expectations)
- Tidying up
- Access to equipment
- Getting out of the seat
- Register
- Changing reading book
- Going to assembly
- Lining up in class
- Assembly
- Going out to PE
- Coming in from PE
- Changing for PE
- Exit
- Homework giving
- Homework returning
- Artwork
- Sharpening pencils
- When work is finished
- Rubbers
- Play
- Use of the computer
- Use of computer room
- Asking for something
- Attitude to support and other adults
- Noise levels for different activities
- Going to the toilet in lessons
- Going to the toilet from outside
- Drinks, fruit
- Visiting other classes
- Showing work to others
- Lunchtime, back in, coats hand washing, getting food, eating, returning trays, seconds.
- Ready to work, needing help
- Level of voice for different activities
- Playtime
- End of the day, coats, homework, winding down, goodbye
- Listening
- On the carpet
- Working
- Talking
- Answering questions
- Circle time routines

Appendix 3

Below are typical behaviours that would automatically warrant a yellow or red card, however professional judgement needs to be used and this list is not exhaustive.

Yellow Card	If Yellow card behaviour continues	Straight to Red Card
<p>Name Calling</p> <p>Answering back</p> <p>Stopping other children from learning</p> <p>Excessive Noise</p> <p>Running in school</p> <p>Not following instructions</p> <p>Getting out of seat (without permission)</p> <p>Continued talking</p> <p>Refusal to carry out task</p> <p>Leaving the class without permission</p> <p>Low level violence (poking, flicking)</p>	<p>RED CARD ISSUED</p>  <p>DETENTION = MISSED BREAK</p>	<p>Violent conduct</p> <p>Deliberate swearing (including the use of homophobic language)</p> <p>Discrimination against protected characteristics</p> <p>Stealing</p> <p>Physically threatening behaviour</p> <p>Abusive language & hand gestures</p> <p>Intentional spitting</p> <p>Damaging school property</p> <p>Lying</p>  <p>30 MINUTE DETENTION WITH SLT AT LUNCHTIME (OR LUNCHTIME THE FOLLOWING DAY IF STRAIGHT TO RED IS GIVEN IN AFTERNOON)</p>

Add child targeted exclusion

Appendix 4

Planned Intervention: Behaviour Targets

Following the decision to draw up a Pastoral Support Plan (this may be triggered by the child regularly reaching several red cards or through behaviour leading to exclusion or risk of exclusion), specific behaviour targets need to be identified. The following are guidelines for setting these targets, preferably with the parents/carers present:

- A target behaviour needs to be identified
- State the target behaviour in terms of *observed* social behaviour
- State the strategies and provision intended to alter the target behaviour e.g. rewards and sanctions
- Inform the child of the target(s) and provision as above, and negotiate a timescale
- Feedback the target(s) to Tuesday morning briefing sessions
- All negative behaviour must be recorded on SPTO

The Principles of Behaviour Target Setting

1. To set behaviour target(s) use *observed* behaviour, that is, state the behaviour in exact terms, not generalisations e.g. *“He hits children when passing their seat”* NOT *“He is disruptive”*.
Specific behaviour can be altered. Generalisations are difficult to deal with when trying to modify behaviours.
2. The starting point should be short, clearly achievable targets that will ensure success and promote increased self-esteem. These can then be extended as appropriate
3. Success relies on positive attitudes, a sensitivity to the child’s responses and the creative ability to provide a variety of contexts for pupils to practise positive self-management

The use of “PIVATs” will give examples of appropriate behaviour targets at varying stages of emotional/social development – and thus a means of measuring progress

Additional resources to aid planned intervention are detailed in Appendix 5

Appendix 5

Planned Intervention – Agencies/Resources

1. Counselling/Individual Support

Appropriate referral made to Learning Mentor for a request for support clearly stating reasons and what is already in place.

2. School Health Practitioner

Health issues may play a significant role in children who display challenging behaviour. Referral to this agency is straightforward and the response is usually swift. Valuable information can be gathered to inform Support Plans.

3. Nurture Groups

Some children would benefit from Nurture Group provision. Currently, our Family Support Worker runs tailor made sessions on an individual basis.

Brimrod Primary School

Handling Policy Relating to (child's name)

This procedure will operate within the context of a written Support Plan (PSP, Action Plan or IBP)

1. The circumstances that will lead to positive handling are in accordance with the Guidance on Page 14 of the Behaviour Policy. That is, to prevent (child's name) causing harm to him/herself or others, seriously damaging property, or committing some criminal act which risks harm to people or property.
2. Staff involved will, as a matter of priority, be those who have already been trained in **Team Teach** methods of positive handling, although on occasion, containment may be assisted by another member of staff from the school.
3. Any incident of containment involving positive handling will be recorded through the school's Incident Record procedure. As an extension to this, the Incident Record will also include an estimated time by the handler of the physical containment required, and description of physical contacts made to (child's name) within the context of the incident. This will include any physical or material consequences resulting from the positive handling, rather than from the behaviour.
4. (Child's name) parents will be informed on the same date and preferably before his/her arrival home, of the details relating to the incident requiring positive handling. They will be invited into school to discuss the incident of the containment more fully and to allay any anxieties they may have about the handling.
5. The **methods** of handling will be in accordance with DfE and LA guidance and the school's Behaviour Policy (which takes account of this guidance). These will be proper and safe methods carried out by a member of staff trained in such methods and will be appropriate to the particular circumstances of the behaviour.

This policy shall have effect from and will be reviewed on It has been circulated to:

(Child's Name)

Parents Names

Signed

Name Education Officer – Pupil Services

Name Social Worker

Brimrod Primary School

House Point Reward Chart

1000 points – Class will receive 10 minutes extra play

2000 – Ice Pops / Cookies

4000 – Piece of equipment (maximum value £20)

8000 – Choosing afternoon

16,000 – Local Trip (Park etc)

32,000 – Film afternoon with a snack / drink

64,000 – Surprise!

This will be amended in September 2018 and will be reviewed annually.

Effective Behaviour Management

- Use praise to reinforce desired behaviours – give the praise immediately following the desired behaviour, be specific about what the pupil did right (if appropriate refer to the rules).
- Address the behaviour openly and as soon as possible after the behaviour has started. Praise the desirable behaviours of others nearby (proximity praise). Avoid becoming engaged in the power struggle that the child may be seeking.
- Give simple, quick directions to the pupil followed by “thank you” to indicate compliance. Follow this by immediately transferring attention to on task behaviours.
- Use direct rule statements followed by a simple statement and expectation of compliance (“remember the rule about letting others get on with their work? Back to work now thanks”)
- Always separate the person from the behaviour. Protect the child’s self esteem whenever possible.
- Use “double what” questioning to hold the pupil accountable. “What are you doing?” What should you be doing?” If the pupil challenges keep referring to the rule/expected behaviour.

Other uses of effective behaviour management:

- Verbal advice and support
- Humour
- Step away
- Negotiation
- Calm talking
- Offer options/choices
- Interest boosting
- Reassurance
- Distraction
- Removal of objects
- Non-threatening body language.

Positive Handling – Scenarios

Examples Where Positive Handling Might be Used:

- A child attacks a member of staff, or another pupil.
- Children are fighting.
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- Persistent spitting at another child/member of staff.
- A child persistently refuses to obey an order to leave a classroom.

Where Positive Handling Should **NOT** Be Used: (alternative strategies necessary)

- an isolated example of verbal abuse from a child.
- Defiance, where no injury to other persons or the child him/herself is likely to occur and the lesson can continue without significant interruption.
- A child pushing when lining up, *where there is no likelihood of serious harm occurring (a risk assessment is needed here).*
- An isolated inappropriate/obscene gesture from a child.
- A child getting out of his/her seat without permission.
- A child refusing to work.
- A child talking in class.

At all times, staff should follow the guidelines in the Behaviour Policy under the heading the “Management of Challenging Children” in order to reduce the incidence of situations where Positive Handling may be necessary.

MODEL LETTER 1 – MORE THAN 3 STRAIGHT TO RED CARDS

Date

Dear Parent/Carer

I am disappointed to inform you that

received **straight to red cards** this week. This behaviour concerned the following:

As this is a serious breach of the School Rules contained in our Behaviour Plan, I would ask that you come to school to discuss this further so we can work together to resolve any issues.

Please could you attend a meeting arranged for: or contact school and make an alternative appointment if this is not convenient.

Yours sincerely

Class Teacher

MODEL LETTER 1 REPLY – MORE THAN 3 STRAIGHT TO RED CARDS IN A WEEK

To Class Teacher

I have received the letter concerning

.....'s behaviour.

I will be able to attend the meeting on the date and time stated above.

I will not be able to attend on the date above but can attend on:

Signed

(Parent/Carer)

DATE:

GOOD TO BE GREEN

At Brimrod Primary School, we use the 'Good to be Green' behaviour system to encourage our pupils to make the right choice.

All children start each session on a 'Good to be Green' card.

Session 1: Before break
Session 2: After break
Session 3: After lunch

If a child makes the wrong choice, or is causing low-level disturbance, they receive a verbal warning – indicating the choices they have

If a child continues to make the wrong choice, after 2 warnings, they then receive a 'yellow warning card'

If the child then chooses to make the right choice, they are praised and their 'positive decision making' is highlighted by moving them back to yellow or green.

All detentions and letters home must be logged on SPTO.

If the child continues to make the wrong choice, they receive a red 'consequence' card – followed by a detention with class teacher (loss of break)

Return to green after break

Logged on SPTO

PARENTS SPOKEN TO

STRAIGHT TO RED CARD

Return to green after break

(MODEL LETTER 1 SENT HOME)

LUNCHTIME DETENTION WITH SLT FOR 30 MINUTES

REFLECTION SHEET COMPLETED

MEETING ARRANGED TO

CONTINUED REDS FOLLOWING YELLOW > TRACKER HIGHLIGHTS THIS AND LM PROVIDES BEHAVIOUR WORKSHOP / SESSIONS

MORE THAN 3 STRIGHT TO REDS IN ONE WEEK > MEETING WITH CT. IN SCHOOL EXCLUSION WITH SLT > BEHAVIOUR PLAN IN PLACE

CONTINUED STRAIGHT TO RED CARDS > DHT / HT INVITES PARENTS TO MEETING WITH CT > BEHAVIOUR PLAN IN PLACE > FIXED TERM EXCLUSION MAY APPLY > CHILD IS AT RISK OR PERMANENT EXCLUSION



BEHAVIOUR REFLECTION SHEET (KS2)



Name:

Class:

Date:

Behaviour – what happened?

What could I have done instead?

How I felt?

- Mad Hurt Sad Confused
Frustrated Scared Lonely Jealous

Who was involved?

How do you think the child felt?

Why is this behaviour not acceptable?

A better thing to do if this happens again?

Which golden promise have I broken:

Making amends: tick

If another person was affected by this behaviour I apologised to them, explained why the behaviour was wrong, discussed how it made them feel and promised to correct this behaviour in the future.

Here is what I will do to correct this behaviour in the future:
