



BPET Positive Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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Contents

1.0	Bellevue Place Education Trust – Our commitment	3
2.0	Introduction.....	3
3.0	Aims and Objectives	3
4.0	Disincentives to Poor Conduct	5
5.0	Behaviour Monitoring	7
6.0	Behaviour Reporting.....	7
7.0	Application.....	7
8.0	Monitoring and Evaluation.....	7
9.0	Approval by the Bellevue Place Education Trust Board	7

Appendix 1 – Watling Park School Local Adaptation

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

For a summary of Watling Park Positive Behaviour Policy, see Appendix B

2.0 Introduction

Watling Park School consider it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

This policy follows the guidance set out in the Equality Act 2010.

3.0 Aims and Objectives

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct by means of encouraging personal development in pupils.

We aim:

- To ensure consistency and care;
- To be fair and be seen to be fair;
- To treat all with respect;
- To have clear expectations and strategies to ensure they are met;
- To build and rebuild self-confidence self-esteem and self-respect in pupils;
- To provide planned activities which motivate pupils academically and socially.

These objectives for behaviour are derived from the aims listed above.

The school acknowledges that children require a range of approaches for successful behavior management and therefore reasonable adjustments will be made where appropriate. For example the policy and procedures may be amended where necessary for EYFS or children with SEND.

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behavior which has the good of the community uppermost.

Social conventions that we follow will be consistent with the following precepts:

- We understand it is normal to make mistakes;
- All should be sensible, thoughtful and kind to others;
- We should think before we speak or act;
- We should walk calmly around the building and grounds to be safe;
- We should help each other and get on with everyone;
- We should be respectful to others;
- We should tolerate reasonable difference and celebrate diversity.

In Watling Park School, if a child successfully applies these conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) Warm relationships;
- (ii) A stimulating and tolerant social environment;
- (iii) Positive role modeling;
- (iv) Doing what is right.

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success we use the following as rewards.

- a) Non-Verbal Praise:
Smiles, thumbs up and nods of approval.
- b) Verbal Praise:
We believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behavior. Verbal praise can range from a word in the ear to a 'public' recognition in class. It can also be given to and by everyone.
- c) Marking Policy:
Within class the way we mark as part of formative and summative assessment within AfL will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm quiet effort and perseverance.
- d) Privileges or Jobs:
Within each class there will be roles perceived by the children as the giving of responsibility as rewards.
- e) Other forms of recognition:
Children will be rewarded with a variety of other forms of recognition for good behavior. These may include, but are not limited to: stickers, certificates, notes home, team points, house points.
- f) Sharing:
In recognition of a particular task or behavior the pupil may share their success with others, for example:

- i) The class;
- ii) The neighbouring class or teacher;
- iii) A chosen adult.

The next level of sharing may be to the Headteacher or to the whole school at our Celebration Assembly once a week. The pupil will have the choice to come forward, or have their praiseworthy activity described by an adult.

4.0 Disincentives to Poor Conduct

If a child breaks any of the social conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behavior promoted. We consider it vitally important to remember at all times to identify early and target the behavior, and not the child. As with the incentives, there will be different levels.

- a) Non-Verbal Signal:
Holding eye contact, a shake of head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.
- b) Verbal Signal:
Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.
- c) Verbal Warning:
A clear concise message. “‘X’, if you carry on with ‘Y’ behavior then ‘Z’ will happen.”
- d) Time Out:
A child will be required to move from their seat to a space available, where they will receive a clear explanation of the behavior required for them to return to their original seat. This ‘behaviour’ may be the completion of task or a time period of appropriate action. For BPET schools this will be seen as an opportunity to rebuild positive relationships after a minor incident and will always be followed up with a conversation with an adult about making better choices next time.
- e) For more serious or repeated behaviour, the pupil may be referred to the Deputy Headteacher who may have oversight of the school pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. From this stage onwards information about the incident(s) will be recorded on the child’s file.
- f) We do not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions.

In all the above strategies once the child has successfully completed their sanction, their modification of their own behavior will always be acknowledged positively by school staff.

Behaviour charts

For a number of children, behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by a member of SLT following consultation with teachers.

This is used as a form of support for the child, ensuring that the school and the family work together to promote positive behaviour. They will be time limited and success will be measured and reviewed with the child and parents or carers.

Transition

Pupils will be supported in transition into school, between year groups and to secondary school through a planned transition programme. This will include meeting their new teacher and receiving information for parents about the expectations of the new setting or year group.

Physical Restraint

Corporal punishment is not used or threatened, nor any punishment which may adversely affect a child's well-being.

Physical contact may be used appropriately to comfort children who are hurt or upset. Be clear that this is being done for the good of the child. This should be done for as short a length of time as possible.

Physical contact can be appropriate in certain circumstances. For example, administering first aid, demonstrating how to point the toes in ballet by holding the child's foot.

In such circumstances, follow this guidance:

- Public place, not one to one situation
- Having consent of the child before you do it
- Justification must be that it is for the child's benefit

Physical intervention or restraint should be avoided and only used to avoid danger. For example:

- Taking a child's hand to prevent them from touching something hot or running into the road
- Physically stopping a child from throwing something or physically hurting someone else.

Under these circumstances physical restraint is allowable. Make sure it is reported to SLT so that it can be recorded appropriately. You should also ensure that parents are informed on the same day or as soon as reasonably practicable.

Allegations of Abuse Against Staff and Other Adults Working in the School

If an allegation of abuse is made against staff, please refer to the 'BPET Dealing with Allegations of Abuse Against Staff Policy'

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behavior in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the [BPET Whistleblowing Policy](#).

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

Outside Agencies

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behavior or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behavior and will involve outside agencies, such as the Behaviour Support Team

Behaviour Monitoring

Formal sanctions will be recorded in the school Behaviour Log. The Inclusion Leader or Deputy Headteacher will review log entries on a weekly basis.

Behaviour Reporting

We will report to parents and carers verbally or on paper regarding issues relating to their child(ren)'s conduct as and when appropriate.

Application

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However we 7ehavior7 that there may be occasions when special considerations need to be applied and we expect teachers and support staff to use common sense and professional judgement.

Monitoring and Evaluation

The Headteacher will review this policy statement every two years and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Approval by the Bellevue Place Education Trust Board

This policy has been formally approved and adopted by the BPET Board and will be reviewed every two years.

Appendix A – School Local Adaptation

Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. We aim for all children to make the ‘right’ choices.

Class rules

Each class will agree on a set of Class Rules during the first week of each academic year. These may be on permanent display in the classroom and used to reinforce expectations whenever necessary.

Rewarding good Behaviour / work

We recognise and celebrate positive behaviour by, in rank order:

- Verbal praise which is specifically linked to what has been done well
- Celebrating a child’s achievements with the rest of the class and through weekly assemblies
- Using a clear behaviour system outlined in the appendices section of this policy
- Verbally telling parents
- Sending to another member of staff for praise and/or a comment in their homework diary
- Awarding certificates – ‘Stars of the Week’ handed out and ‘Friend of the Week’

Celebration Assembly

Celebration Assembly will be held every Friday morning. This assembly will reinforce our high expectations for hard work and behaviour by giving recognition to all children who have achieved a certificate that week.

Dealing with Inappropriate Behaviour

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child’s social, emotional or behavioural needs

The following is a hierarchy of responses to inappropriate behaviour:

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.

- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the ***inappropriate behaviour*** that is not acceptable not ***the child***.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again..”
- **NEVER** give blanket whole class reprimands.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

First Warning

- State what the child is doing
- Remind the child of the class rule in question “We have a rule about working hard. I’d like you to keep it. Thank you.”
- Use clearly displayed good choice pictures to show child what you want them to do e.g good sitting.
- Emphasise that the child needs to make the right ‘choice’.
- Redirect the child to their learning.

Second and Third Warnings

- Tell the child they have had first warning and now this is their second.
- Warn them that their name will be moved according to the school’s behaviour system
- State clearly what you expect what you expect child to be doing and offer support to get started if appropriate.

If the behaviour is serious enough to warrant it, a child can be sent directly to a member of SLT and this will be reported to parents at the end of the day. It will also be logged by the teacher.

Examples of serious offences may include:

- Physical violence
- Extreme rudeness to a child or adult
- Refusing to follow adult instructions/go with an adult
- Theft

Additional Behaviour Support

Call for assistance of SLT when:

- The pupil is aggressive, violent and is endangering self or others.
- The pupil leaves the classroom without permission and the TA dealing with this needs help in returning the child to class.
- To call for assistance, send a sensible pair of children to the School Office with your class 'Red Triangle Card' to ensure a member of the SLT attends your classroom promptly.

Reflection time in the class

There may be times where it is appropriate to move a child to a corner/ separate desk within the class to provide an opportunity for some reflection on the behaviour.

Behaviour charts

For a number of children, individual behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by a the teacher following consultation with SLT.

Withdrawal from activities

Withdrawing children from a specific aspect of school life is used when behaviour is causing significant disruption to others' learning or there is a break down in trust

Internal / External Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy. (See Exclusion Policy)

Outside Agencies

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Team.

Lunchtime Staff

Lunchtime staff should either record incidents or, at a minimum, inform the relevant member of the teaching staff of both excellent and inappropriate behaviour during the lunch hour. The class teacher will decide on a suitable course of action according to the policy.

Behaviour incidents are analysed half termly by SLT. This information is used to adjust school practice and / or to plan external support.

Appendix B



Summary of Positive Behaviour Policy

Summary

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that we can respect one another and work together in an effective and considerate way.

We aim to:

At Watling Park School, we value and respect everyone in our community and work as a team to:

- ensure a caring, safe and welcoming environment
- take a positive approach to behaviour
- reward positive, acceptable behaviour
- have clear, consistent expectations and strategies
- build self-confidence and self-respect
- promote co-operative and responsible attitudes
- actively encourage independence and confidence

At Watling Park we:

- * praise positive behaviour in and out of the school environment
- * use the cloud, rainbow, sun analogy for positive praise
- * recognise effort and achievement during Friday Celebration Assembly
- * use verbal and non-verbal praise for effort and achievement
- * will use single hand signal (in line with RWI) to ask for attention in class and in the playground
- * identify children as 'Star of the Week'
- * model and share expected behaviours
- * explain clearly what the inappropriate behaviour is

The following 'staged approach' is in place for each lesson/session. At the beginning of each lesson/session, a child has a 'fresh start'.

Any recognition of positive behaviour.	Move up through chart to sunshine.	
First time rule is broken/inappropriate behaviour observed.	Verbal warning and explanation of behaviour.	1
First time refusing to go with a teacher to another place/room/person.	Verbal warning and explanation of behaviour. Time out for reflection.	2
Second time refusing to go with a teacher to another place/room/person.	Sent to member of SLT for time out. Parents informed.	2
Bullying – any form	Parents informed.	2
Biting	Verbal warning and explanation of behaviour – time for reflection	2
Second time rule is broken/inappropriate behaviour observed.	Explanation of behaviour Name moved to storm cloud Parents informed.	2
Physical – towards an adult.	Sent to SLT parents informed.	3
First time hurting another child or damaging property, verbal abuse, swearing.	Time out for reflection Parents informed.	3
Second time hurting another child or damaging property.	Sent to phase leader Parents informed.	4
Consistent inappropriate physical behaviour.	Sent to HT or DHT Parents informed.	5

Any incidents moving to stages 2, 3, 4 or 5 will be recorded by the class teacher. Children will not be 'moved down' on the cloud, rainbow chart for inappropriate behaviour. They will remain at the same stage for the duration of the day to begin again the next day. All members of school staff have a legal power to use reasonable force / physical restraint. However we have named teachers and teaching assistants who have received training from Team Teach for named pupils. Identified members of staff will receive training in Spring Term 2018.

When can reasonable force /physical restraint be used?

Reasonable force (using no more force than is needed, from damaging property, or from causing disorder DfE 2013) can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing an offence. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.