



A Positive Behaviour Policy

June 2021 - 2022

Vision

Bushbury Lane Academy believes in providing children with an education that is imaginative and creative and offers all children the chance to enjoy learning and to understand their place in the

world around them. We also aim to offer children experiences that will develop the skills they need to excel in a 21st century world.

Bushbury Lane Academy will help all pupils to enjoy their early education in a safe, caring environment, and to achieve their academic potential. We want pupils to have the learning behaviours that prepare them for the next stage in their education.

We want children to become:

I ndependent-being able to communicate my ideas both verbally and written.

N urturing- treating yourself and others around you in a positive way.

S uccessful-being ready and prepared to make the most of learning time.

P ositive-having a can do attitude to my learning.

I maginative-being creative with my ideas and thinking outside of the box.

R esilient-knowing that making mistakes and learning from them is important.

E njoyment- being open to new opportunities and enjoying my learning.

D etermination-knowing that even when things are difficult I keep trying.

We believe:

Showing that we respect each other is a key feature of life at Bushbury Lane Academy. To achieve this, there should be a clear, shared understanding of this between the leaders, all staff, parents, governors and children.

In order to create a positive school culture, all staff must positively reinforce appropriate behaviour.

The Bushbury Lane team will follow this policy encouraging a positive approach to behaviour management, by using a system of rewards and consequences therefore achieving a balance between recognition, responsibility and trust.

Roles and Responsibilities

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour.

Pupils

Pupils are expected to:

- ❖ Take responsibility for their own behaviour and learning.
- ❖ Take part in the caring, sharing ethos of our school and respect and display the values and learning behaviours we promote in school.
- ❖ Know and understand the rules, rewards and consequences of their choices and actions.

Adults in school

All adults in the school are responsible for the management of the behaviour, using the systems detailed in this policy.

We will achieve this by:

- ❖ Being calm, good humoured and having high expectations for the good behaviour of **all children in school** and believing they all are capable of making the right choice.
- ❖ Treating all children equally and showing concern and respect for them.
- ❖ Making time to respond to children according to their needs.
- ❖ Working with pupils to make rules clear and implementing them firmly, but fairly with sensitivity.
- ❖ Using praise rather than criticism to guide.
- ❖ Taking part in the caring, sharing ethos of our school and respect and display the values we promote in school.
- ❖ Recording and referring incidents to the pastoral leader or SLT when appropriate.
- ❖ Being mindful that behaviour can be a sign of a safeguarding issues either for an individual or through peer on peer abuse. Where there is a safeguarding concern follow the safeguarding process.

Pastoral lead

- The pastoral lead will provide support to individual or groups of children and to class teachers where appropriate.
- Review class and lunchtime behaviour logs weekly, looking for patterns, trends and significant changes.
- Track behaviour by type on Arbor and report to SLT.
- Tackle trends through assemblies and input into PSHE curriculum.

SLT

- Oversee the implementation of the behaviour strategy.
- Support extreme behaviour incidents
- Decide when exclusions are required and liaise with governing body

Aiming for Gold Behaviour strategy

Colour	Behaviour demonstrated	Actions
Outstanding	Exceptional and persistent positive behaviour displayed above and beyond.	Verbal praise and parent contact. 3 Dojo points
Great job	Attitudes to learning are displayed and are reflected throughout the day. Positive influence on all children within class.	Verbal praise - move up from blue. 2 Dojo points
Good day	Demonstrating positive choices, compliance with rules over a sustained period of time.	Verbal praise - move peg up from orange 1 Dojo
Ready to learn	Neutral position all children start here at the beginning of each day.	
Think about it	Minor disruptive behaviour, breaking a class rule	Stage 1 - verbal warning to aim for gold
Teacher's choice	Continued Minor disruptive behaviour	Consequences to be chosen by the class teacher (to be logged on Arbour)
Parent contact	Significant incident or repeated disruptive behaviour	Class teacher to speak to parent/carer at the end of the school day (call if not present). (to be logged on Arbour)

Rewards

- ❖ **Class Dojo** - Children will receive Dojo points for showing positive learning behaviours in line with the proud point system. Each child and their parent/carer will be given an individual login this will help to further develop lines of communication between home and school. Children will be encouraged to self- manage their behaviour and will keep a personal record of their Proud Points earned on Dojo.

Children will each have their own monster and will work towards a variety of rewards. The more points collected the better the prize. At the end of each half term, the points will go back to 0!

25 points - Certificate!

50 points - Dojo prize box!

75 points - Dojo prize box!

100 points - Agreed half term prize (afternoon tea, bouncy castle etc.)

- ❖ **House points** - When children get to gold, they are able to put a gold star in their class house point box. The gold coins will then be counted to discover which house is the current winners for that week. Children will then compete in these houses for events etc.

All adults around school will be able to reward dojo points as our expectation is that behaviour is exceptional.

- ❖ **Verbal/Non-verbal praise** - personal, one-to-one, group and/or whole class, smile, thumbs up etc.
- ❖ **Contact home** - If a child shows exceptional or improved behaviour in school or makes a great effort or improvement with class work.

Consequences

Our behaviour policy, class rules and aiming for gold are displayed prominently in all classrooms.

The intention is to discourage unwanted, unacceptable behaviour and encourage children to aim high and go for gold through making positive choices, behaving in an acceptable way and on-task performance.

To support positive learning behaviours, a child will start each morning on the ready to learn section with the intention to aim for gold by the end of the school day.

If children do not make positive choices and the incident is minor but disruptive they will receive a stage 1 verbal warning and time for that child to think about their behaviour, if this continues a second time the teacher will make a decision on the consequence according to the logical consequence board.

If continual minor incidents occur or 1 significant incident, this will be logged on the behaviour incident form and referred to the pastoral lead and SLT (See table above).

Our consequences are in place to ensure all children achieve their potential. We want them to progress academically and socially and work together with their peers and staff. The consequences should be calmly and consistently applied in a positive way that enables children to understand why their behaviour has led to consequences and supports them to make improvements.

The following consequences, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour linked to the going for gold strategy.

1. A reminder of appropriate behaviour (a 'chance' to make the right choice regarding their behaviour) - pink stage 1
2. The teacher decides on the consequence according to the logical consequence board- purple stage 2
3. Where persistent behaviour occurs or a serious incident a team around the child meeting arranged with the parents and child. If this persists over several days then SLT will be called to a further meeting with parents/carers and the child.

Teacher Consequences

Abuse it, lose it	Temporary loss of privileges, equipment, items and/or activities.
Incomplete work	Finish at break time or lunchtime or after school.
Disrespectful behaviour	Separation from group- time out within the classrooms and to write an apology letter.
Talking during instruction	Separation from group. At first, timeout within the classroom. If continues send to another class for time out.
Wasting instructional time	Make time up at break time, lunchtime or after school. Set the timer each time to show how much time is wasted and needs to be made up.
Messing around in the line	Send to the front of the line and the child given a chance to try again.

General disruption

A warning should be given to the child, time out within the classroom and if it continues removal from the class to have time out in another classroom - parents will be spoken to if it persists.

Positive Handling / reasonable force

Where a pupil's behaviour causes a safeguarding issue for themselves, another pupil or a member of staff. Adults may need to use reasonable force in order to prevent harm or damage.

All staff are aware of the DFE reasonable force guidance

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of reasonable force is always the last option where other strategies have not deescalated the situation.

Where reasonable/ positive handling has been used staff and witnesses will record this and the record will be shared and signed by the child's Parent carer.

All cases of positive handling reasonable force will be discussed by SLT and an individual pupil risk assessment should be undertaken to review strategies for the future.

Peer on Peer Abuse (see Safeguarding policy and KCSIE 2020)

All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" all peer on peer abuse is unacceptable and will be taken seriously; If behaviour incidents are deemed to be peer and peer abuse a safeguarding concern should be raised immediately through MY concern DSLs will then give advice and support regarding strategies and interventions required for all children involved.

Peer on peer abuse can take different forms such as - this list is not exhaustive.

- Sexual violence and sexual harassment. (Part 5 of KCSIE sets out how schools and colleges should respond to reports of sexual violence and sexual harassment)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

All staff should have a proactive approach to minimizing the risk of peer on peer abuse through dealing with behaviours consistently, putting a stop to them quickly, taking disclosures of abuse seriously and treating them as safeguarding concerns, engaging children in critical thinking to explore messages and propaganda they may have picked up online or through the media.

Staff should identify areas that may be hotspots for peer to peer abuse and undertake risk assessments as appropriate - such as toilets - times of day etc.

COVID 19 Annexe:

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors
- avoiding unnecessary staff gatherings

For further details, please see the parent information leaflets and information sent out in May 2020. In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy. We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

The following revisions apply to our standard behaviour policy during the partial closure due to the COVID 19 pandemic.

Issue	
Sanctions listed in the behaviour policy - amendments regarding social distancing.	-Stage 1: Deliberately breaching social distancing -Stage 2: (repeated would also mean parent contact): Repeatedly deliberately breaching social distancing (despite instruction otherwise) - Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (e.g., 'pushing a child and saying 'you've got coronavirus').

Physical intervention and restraint (including SEND pupils)

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.