



A Positive Behaviour Policy

2023 - 2024

Vision

Bushbury Lane Academy believes in providing children with an education that is imaginative and creative that 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:

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, 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

The class teacher is responsible for the management of the behaviour of their class, using the systems detailed in this policy. Teachers will achieve this by:

- ❖ Being calm, good humoured, having high expectations for the good behaviour **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.
- ❖ Work with pupils to make rules clear and implement them firmly, but fairly with sensitivity.
- ❖ Using praise rather than criticism to guide.
- ❖ Take part in the caring, sharing ethos of our school and respect and display the values we promote in school.
- ❖ Record and refer incidents to the pastoral leader or SLT as and when appropriate.
- ❖ Be 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

Appendix

Colour	Behaviour demonstrated	Actions
Outstanding	Exceptional and persistent positive behaviour displayed above and beyond.	Verbal praise - move up from green. 3 dojos received in a day.
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.
Parent contact	Significant incident	Class teacher to seek immediate assistance from SLT/ Pastoral lead. Incident record completed. Team around the child meeting. Possible reference to exclusion policy.

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. When a dojo is earned children move up the ladder.

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!

10 points - Certificate!

25 points - Dojo prize box!

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 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 and 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 increasing 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 or SLT (See table above).

Our consequences are not designed to humiliate or embarrass a pupil. 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 manner that **avoids confrontation, loss of control by the adult or humiliation of the child.**

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 member of SLT will be called and a team around the child meeting arranged with the parents and child. We will also refer to the exclusion policy for Wolverhampton. Please see this policy for further information regarding exclusions. This could include internal exclusion from class, temporary or permanent external exclusions. - red stage 3

Appendix

Teacher Consequences

Abuse it, lose it	Temporary loss of privileges, equipment, items and/or activities.
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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 back of the line and the child given a chance to try again.
Poor manners	Copy and write out a list of the schools expectations and the manners they should demonstrate.
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.

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>

Lunchtime Supervisors have received Behaviour Training.

Pastoral

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 / 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 2020 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.

Categories of behaviour incident for incident log.

- 1 Continued low level disruption
- 2 Refusal to follow instruction/ rules
- 3 Verbal altercation
- 4 Physical altercation
- 5 Racial abuse
- 6 homophobic Abuse
- 7 Bullying
- 8 sexually inappropriate behaviour 9 theft
- 10 Peer on peer abuse - (this can be used alongside another category number - if the incident leads to a safeguarding concern log on my concern and follow safeguarding process.) 11 Other please specify.

REWARDS

I might help my class earn a shared reward.

My teacher and class will be proud of me.

I might be able to put my name in the Golden Book.

I might be able to get points added on Dojo.

I might get a reward.

I might show my work to another adult.

I might earn class points for my class.

**My teacher might share my good news
with my parents**

My class might not earn a shared reward.

My name might go in the Behaviour Tracker.

I might lose some playtime.

SANCTIONS

**My teacher and class might be disappointed
in me.**

I might get sent to a senior member of staff.

**A letter might go home about my unacceptable
behaviour.**

**I might have to participate in a payback
activity.**

**I could get an exclusion from my class or
school if my behaviour does not improve.**