

# BEREWOOD PRIMARY SCHOOL



## Positive Behaviour Policy

**Autumn 2023**

<b>Revised by School</b>	September 2023
<b>Responsible Person</b>	Headteacher
<b>Responsible Committee</b>	Full governing body
<b>Ratified by GB</b>	Autumn 2023
<b>Next Review</b>	Autumn 2024



## **BEREWOOD PRIMARY SCHOOL**

### A distinctive vision

At Berewood Primary School we want to create and promote a safe, calm and caring community where everyone feels secure, valued and respected. We want a working environment that encourages pupils and staff to give their best both inside and outside of the school.

### An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

### Aims

This policy for positive behaviour provides a framework in order to support our pupils and staff to establish and maintain good relationships in an atmosphere of encouragement; praise and rewards linked to our 'Berewood Bonds'. Our aim is to foster an inclusive school community where children can learn and develop as confident citizens.

This policy describes the structures and strategies within our school which, if observed consistently, will enable us to manage behaviour and support the ethos of the school. All children have the capacity to learn well and behave well. We understand that poor behaviour is often a response to an uncomfortable emotion. Our aim is to always try to help children recognise the problem and work with them to develop more appropriate responses to it.

We will achieve these aims by:

- Celebrating good and improving behaviour. This will involve recognitions and rewards which are either whole school, such as the house point system or stickers and certificated to take home on the day (e.g. Star of the Day and Star Learner)
- Implementing clear procedures for managing behaviour throughout the school
- Actively valuing all children
- Developing all aspects of children's lives
- Using circle time materials including PSHE (Personal, Social and Health Education) in the curriculum
- Allocating resources, including staff, to support these aspects of the school's work

## The Berewood Bonds

- We are KIND and HELPFUL
- We are RESPECTFUL and SAFE
- We are RESILIENT and HARDWORKING

The Berewood Bonds should be displayed in each classroom. At the beginning of each academic year each new class should work through a series of lessons to establish, as a class, what each part means to them and what behaviours would be seen from this. A whole class display should be developed and both staff and pupils should sign (hand print is also acceptable) to show that they have agreed to behave in a certain way. The Berewood Bonds should be referred to regularly and should become intrinsic to the class to help them manage their behaviour and to know what is expected of them.

Every behaviour should be linked to our three bonds:

<b>We are KIND and HELPFUL</b>	<b>We are RESPECTFUL and SAFE</b>	<b>We are RESILIENT and HARDWORKING</b>
<ul style="list-style-type: none"><li>- Sharing and negotiating</li><li>- Caring about our friends</li><li>- Listening and not interrupting</li><li>- Showing understanding of each other and our differences</li><li>- Being honest about our behaviour and emotions</li></ul>	<ul style="list-style-type: none"><li>- Consideration of others</li><li>- Using good manners and expecting people to use good manners towards us</li><li>- Looking after property and our environment</li><li>- Being tolerant of others and accepting differences</li></ul>	<ul style="list-style-type: none"><li>- Being punctual</li><li>- Effort applied during learning</li><li>- Being responsible for our own outcomes</li><li>- Having aspirations and knowing the responsibility lies with us</li></ul>

## Classroom Management

A well-managed classroom is key to promoting good behaviour and it is the responsibility of all adults in the classroom.

At Berewood we expect;

- Children are greeted with a smile and a positive welcome at the start of each day
- The Berewood Bonds and personalised behaviour agreements are displayed
- A visual timetable should be used to support children to know what is planned for the day
- Children should be given adequate notice for actions e.g. finishing a task
- Classroom layout should be well-planned and enable pupils and staff to move around easily – accessing resources as required

### Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help. Acknowledging the child's feelings can ensure pupils receive attention on your terms instead of for undesirable behaviour. This links to the work we do on The Zones of Regulation.

### Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious.

### Guidelines for developing positive behaviour

Research shows that praise is more effective than sanctions for creating a positive learning environment. We shall recognise children's good behaviour by:

- Giving verbal or written praise and/or stickers for effort and/or improvement in behaviour and learning
- Earning house points, leading to celebrated success in an Achievement assembly and subsequently shared verbally in assembly where the actions can be used as a good model and aspiration for the rest of the school
- Awarding stickers or certificates for following the Berewood Bonds
- Daily motivators – Star of the day, this will be awarded daily by teachers at the end of the day.

### PSHE and Circle Time

- PSHE and Citizenship are developed through Circle time, and PSHE across the whole curriculum
- Children are taught not to retaliate with aggressive behaviour but to seek adult support to be assertive, and resolve arguments
- The concept of the 'circle' or school/class family is fostered so that children support and encourage each other
- To encourage the child with social difficulties to accept the controls and share or take part
- Where children have difficulties with behaviour or social skills other more individual approaches may be used such as "Circle of Friends".

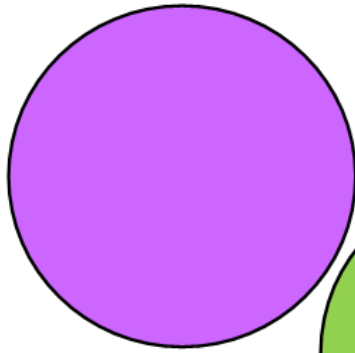
Circle time, this is an opportunity for:

- All children to speak and feel valued
- Exploration of ideas, feelings and news
- Learning to trust each other and to respect for the ideas and views of others
- Differences to be celebrated
- Sharing completed work e.g. after structured play, or to look at group work and to share the various achievements of groups and individuals
- Learning to take turns and respect the rights of others.

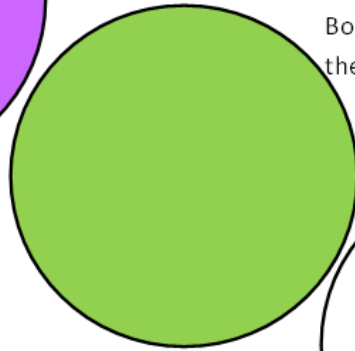
### Behaviour systems

At Berewood we use a staged approach for sanctions for inappropriate behaviour.

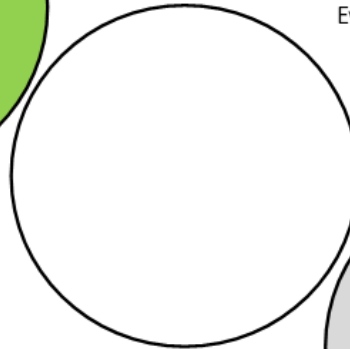
- Praise other children nearby who display the appropriate behaviour to remind the child what is expected
- Use of non-verbal hand gestures e.g. look or hand sign
- Non-confrontational reminder of the rule that has been broken as displayed
- If child persists they have a warning and a consequence is given. Their name is moved to the class 'Restore Calm' (grey zone) zone of the behaviour chart (If outside classroom a verbal sanction is used by CT and acted upon when they return)
- Consequences given may vary according to child/situation/age
- Consequences may be some or a part loss of playtime, lunchtime or Golden Time. This may be the point where the teacher employs a strategy to support the child to reach desired behaviour e.g. move child away to sit by the TA
- If the child's behaviour improves after a period, then the teacher will move child's name back to the white zone (Golden Time choice)
- If the child's behaviour continues then their name is removed from the chart and the child will miss 5 minutes of their Golden Time. Every time a child has to be removed from the chart, another 5 minutes of Golden Time will be revoked
- Where a child has deliberately hurt another child physically then a consequence is given immediately and they are put in the grey zone. Teachers will inform parents if necessary
- If a child continues to show unwanted behaviour, there is an increased consequence e.g. increased time removed from Golden Time
- If a child continues not to follow the classroom rules, then they have to take their work to do in another class. Length of time to stay in that class is agreed by the adults. Work allocated needs to be in a form that can be done independently
- If a child refuses to follow instructions and/or continues to be disruptive then a member of the Senior Leadership Team will be called. The child may be given time out to work elsewhere
- When the child does not respond to a member of the SLT a parent may be called to come to school immediately
- Persistent disruptive behaviour will trigger a discussion with the Headteacher or another member of the SLT. If immediate action is required, the school will contact a member of the SLT by telephone
- When a child continues to have significant difficulty a Pastoral Care Plan may be drawn up to set objectives and plan strategies to change the behaviours. If the child fails to make progress, then outside agencies such as the Local Authority (LA) Multi Agency Behaviour Support Services (MABs) may be used to support the school and parents in meeting that focuses on the child's needs
- If a child's behaviour causes significant dangers the governors will consider exclusion in line with LA and National guidelines.



If a pupil displays exceptional /continual behaviour in relation to the Berewood Bonds they can move to purple. Pupils on purple choose their Golden time choice first.



If a pupil displays good behaviour in relation to the Berewood Bonds their name can move to green. Pupils on green choose their golden time choice second.



Everyone starts here, on the white.



The calm zone is where pupils will move to if they are making bad choices—this 'Restore Calm zone' should be used as a warning area and pupils should be supported to make better choices in this zone. Pupils should be very aware that they can move out of this zone and can move back up if they calm themselves and make better choices.

If poor behaviour persists pupils should be moved to a time out slots. These slots indicate how much Golden time a pupil will need to miss (this should be used in conjunction with a record displaying how much in total a pupil may need to miss. If a child reaches this zone, they can be moved back up by making the correct choices but they cannot earn the time back).

### Golden time

Year 1, 2 and 3 will mix together to enjoy their 'Golden Time' on a Friday afternoon and so will Years 4, 5 and 6. The purple, green, white, restore calm and timed slot system will be used by:

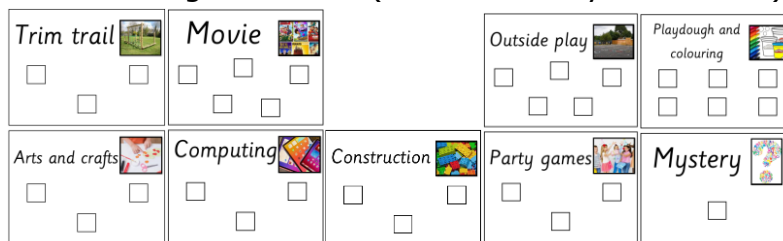
Purple – choose first

Green – choose second

White – choose third

Restore Calm (grey) – warning and choose fourth

Timed slots – miss 5 minutes of golden time (each time they reach here) and choose last



In the classroom, there will be a display of up to 10 different activities that the children can select from. Once the children have moved up the colour chart and beyond purple, they can select the activity that they would like to do by moving their name onto one of the allocated spaces.

One or two members of staff will be allocated to lead and resource each activity. The selection of activities and staffing arrangements will be varied at least once each term.

### Golden Time and reward time for Reception Classes

As in the rest of the school the purple, green, white, grey/restore calm system will be used to reward good behaviour choices; but the rewards for this will happen on a daily basis rather than at the end of a week. Should a child find themselves on grey and need to lose some Golden Time – they will be asked to sit out for a short period of time and then their behaviour will be discussed with them referring back to the Berewood Bonds.

### Rewards for individual good work – all year groups

Work can be shared with the Headteacher or Deputy Headteacher and pupils will receive a special sticker. A sticker should be placed on the piece of work and photocopied to enable the pupil to share their success at home.

### House Points

House points can be earned by all pupils and help to show that an individual effort can also support a collective House effort. We believe House Teams provide a valuable opportunity to develop a sense of belonging to a group within our school and we hope our children will enjoy earning House Points. Children will collect House Points for good work, manners, helping others, working hard on homework or for anything else that staff feel needs rewarding. These will be added up and will contribute to the House Team's overall total.

1 House Point can be awarded for good written work; good effort; good discussion work, good organisation, manners, correct uniform, care for the environment

2 House Points can be awarded for excellent written work, excellent effort, excellent behaviour/organisation, excellent improvement in work or behaviour, excellent manners, being selected to share work with a member of SLT or another class

3 House Points can be awarded for outstanding sustained effort, representing the year group or school (events, teams and competitions)

Winning teams: Each week, the house points are counted and the total number of points gained/running total for each House is shared in assembly. At the end of the academic year, the winning House is announced and the House Trophy is decorated with the winning house's colours.

### Positive Handling

There are times when staff may need to use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving.

At Berewood Primary School, we take our definition and application of 'reasonable force' from the Department for Education's publication *Use of reasonable force, Advice for Headteachers, staff and governing bodies, July 2013*. An extract of this document (pages 4 & 5) can be found in the Appendix. Berewood Primary School, acknowledges that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when using 'reasonable force' and will always endeavour to do so.

Sometimes it is necessary to physically restrain pupils if they become a health and safety risk to themselves or others. All incidents involving the restraining of pupils will be recorded on CPOMS and shall notify relevant people. A member of SLT will contact the pupil's parents/carers. Staff should call upon a trained member of staff in a situation where a child may need physical restraint – physically intervention should not happen unless training has been received.

It is the duty of all staff to keep pupils safe and this may, on occasion, require removing pupils away from aggressive behaviour. If a pupil reaches the stage where they are finding it a challenge to control their anger, two members of the SLT should attend. The de-escalation processes will be followed, however, if this is unsuccessful, the pupil will be restrained, removed from class into the quiet room, where they will stay until they have calmed and are ready to return to class. In the case of actual physical assault against another child or adult, incidents of this nature may result in internal or fixed term exclusion.

### Exclusions

The school follows the Statutory Guidance and Regulations for Exclusion from Schools and Pupil Referral Units, DfE, September 2012 in all cases where exclusion of a pupil is being considered. Exclusions may be "fixed term" or "permanent" and clear guidance on these is given. Exclusion of a pupil is always a last resort after a range of measures outlined in the Positive Behaviour Policy has been used.

A Behaviour Support Plan (BSP) may be implemented if the behaviour of the child has not improved and concerns about exclusion have been raised. BSP meetings involve the parents, class teacher, SENCo, head teacher and other external agencies if relevant. Children involved in BSP meetings would be placed at Wave 2 or above on the SEND register.

Only the Head teacher can exclude a pupil. The Head teacher must ensure that the parent is informed immediately, ideally by telephone followed up by a letter. Model letters have been prepared by the LA and are used by the school. The Head teacher must inform the LA and governing body within one day of any permanent exclusion. The Head teacher must report all exclusions to the governing body and LA once each term, for monitoring purposes.

The governing body must review certain exclusions and must consider any representation by the parents. The governing body can delegate some or all of its functions to a committee consisting of at least three governors, and such a committee is referred to as the Discipline Committee. Governors can receive training to equip them to discharge their duties.

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

### Monitoring and Review

The Head teacher monitors the effectiveness of this policy and will report to the Governing Body on a regular basis. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

In order for this policy to truly reflect the needs of the pupils at Berewood Primary School, this policy will be regularly reviewed and amended as decided by school policies overview.



## Appendix

Extract from: Department of Education '*Use of reasonable force, Advice for Headteachers, staff and governing bodies, July 2013*'.

### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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 the individual circumstances.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.