

POSITIVE BEHAVIOUR MANAGEMENT POLICY

The Lancaster School, Woodlands Infant and Nursery School & Birchwood Junior School.



The Lancaster School



Woodlands
Infant & Nursery School



Birchwood
JUNIOR SCHOOL

Approved by:	Brian Main (Chair of Governors) Tracey Bowman (Executive Headteacher)	Date: September 2019
Last reviewed on:	September 2019	
Next review due by:	September 2020	

Aim:

To ensure all children make sensible and informed choices, feel valued, safe, comfortable and confident their efforts and contributions are respected. We will nurture the aspirations and independence, foster a caring and sensitive attitude and a responsibility to take care of others, the school environment and the wider community.

Shared beliefs:

Primary prevention of destructive behaviour occurs when a staff team adheres to a shared ethos and consistently follows procedures and guidelines in implementing behaviour management. We are an inclusive school.

All behaviour is communication and destructive behaviour can result from;

- Anxiety and panic
- Abuse (Physical / Sexual / Emotional / Neglect)
- Limited repertoire of responses
- Low self-esteem and self-hate
- Lack of understanding, skill or competency during learning or experience
- Attention-neediness
- Immature emotional development
- Vulnerability and a means of survival
- External factors in the environment
- Dynamics between individuals

The relationships built between adults and children is the greatest influence in preventing harmful behaviour. The most successful intervention in preventing or de-escalating challenging behaviour is the power of the adult-child bond. Consequently, it is crucial that every member of staff has a positive relationship with every child in the school.

The following are guidelines to build and maintain positive relationships with our children:

- Be consistent, insistent and persistent in approach to create security and stability
- Demonstrate unconditional acceptance of the child
- Disapprove of the behaviour but not the child
- Offer emotional involvement as well as a primary care
- Listen to the child; know their fears and perceptions, their interests and dislikes
- Understand the sources of their difficulties, do not judge their families or carers but work with them towards solutions
- Be the adult and do not collude with the child
- Be consistent in all interactions
- Be fair and respectful in approach
- Work on praise and self-esteem positive comments should far outweigh negative ones. "Catch them being good".
- Provide clear boundaries of control. Set limits for behaviour and confidently stick to them. All children have to know the difference between appropriate and inappropriate behaviour
- Apply limits and sanctions firmly but fairly
- When dealing with difficult behaviour staff will be calm and non-retaliatory
- All staff will remember the long-term goals agreed with the child - a child will not reach them immediately.

Provision:

- Pupils, parents and staff work in partnership to support and celebrate learning – parental partnership assemblies.
- To be a caring school community where everyone and everything is valued and respected.
- To establish consistent procedures which will encourage self discipline, allowing pupils to acknowledge their responsibility to themselves and the community.
- To develop self-esteem.
- To promote positive behaviour.
- To foster independence.

Objectives:

- Acknowledge that everyone has RIGHTS (Appendix)
- Acknowledge everybody has RESPONSIBILITIES (Appendix)
- Acknowledge that everybody has ROUTINES / RULES to protect their rights and encourage responsibility (Appendix)
- Acknowledge that everyone is treated with RESPECT (Appendix)
- Establish REWARDS (Appendix) and SANCTIONS (Appendix) to promote rights and responsibilities through clear promotion of CHOICES and CONSEQUENCES.

Implementation:

- School and staff will enable all children to feel positive about themselves and school, to cope with internal (school) and external (home, community) pressures. The five R's (Rights, Responsibilities, Routines, Rules and Respect) will be embedded in all aspects of school life.
- At all times, pupils should have the opportunities to discuss behaviour issues through PSHE, Citizenship and Circle Time sessions.
- Children will understand that rules and routines are to support the rights, responsibilities and respect of others.
- All classrooms are to display the school Golden Rules as well as the 5 R's and 2 C's.
- Sanctions must be fair, consistent and most importantly appropriate to the behaviour – pupils must be fully informed of the consequence to their behaviour and understand the resolution of an incident.

Procedures:

All staff – teaching and non-teaching:

- Maintain an insistent, consistent and persistent approach to behaviour management
- All staff to speak calmly and consistently to all pupils
- Be exemplary role models for all pupils in accordance with the Staff Code of Conduct.
- Be fair and consistent to all pupils.
- Praise and encourage all pupils.
- Feedback to support children's learning positively and constructively.
- Encourage self and peer evaluation.
- Display children's learning (all child to have at least one piece displayed in classrooms)
- Provide challenging, appropriate and stimulating learning.
- Have consistently high expectations
- Provide opportunities for pupils to take on responsibilities, learn independently and learn as a group
- Acknowledge efforts and successes of all pupils.

Parents:

- To model positive behaviour towards the school for their child/children
- To support their child/children in following school rules, routines and sanctions.
- To ensure their child/children are punctual.
- To ensure their child/children attend school.
- To foster good behaviour in their child/children.
- To support their child/children to be active.
- To support the school in their aim to provide a safe, caring and learning environment.
- To agree to the School Behaviour Policy and maintain a positive relationship with the school

Rewards

Rewards are the recognition of pupils displaying positive behaviour, helping to create and maintain a positive school ethos essential for self-esteem.

Praise:

- Verbal
- Visual – comments in books
- Celebrate learning
- Positive conversations with groups/individuals
- Instant acknowledgement
- Head teacher's letter home (celebratory)
- Thumbs up
- A smile
- Team points to be used in all classrooms: politeness / making the right choice / helping others / learning behaviour / honesty / positive actions / modelling exemplary behaviour / co-operation / demonstrating respect / looking after the school environment
- Rainbow / Sun / Cloud (Woodlands Infant and Nursery only)

Golden Time (Birchwood Junior School):

- Up to 20 minutes golden time a week can be awarded (for achievement in specific target area e.g. putting hands up) on a Friday afternoon at the teacher's discretion.
- Children who have not adhered to the Golden Rules or followed the 5 R's to miss pre-determined periods of Golden Time with clear explanations measurable to the behaviour.

Sanctions

If a child is displaying disruptive or inappropriate behaviour:

- The child should be informed of his / her choices: either change the behaviour being shown or be advised of the consequences (for example; payback of time)
- If the behaviour continues then the decision will be made by the adult that payback of time will be required
- If the behaviour being presented is dangerous to the child, peers or staff members then Physical Intervention will be used to maintain safety
- If a child refuses to remove themselves from a situation then they may be guided / escorted if necessary by the adult(s) (following clear instructions and one reminder the decision to escort the child should be made without further warnings)
- Once the decision for a child to be removed from a situation or pay time back it will be followed through – maintaining a consistent, insistent and persistent approach to behaviour at all times
- If the use of PI (Physical Intervention) is necessary it is important to understand that

this does not alter the sanction, a separate sanction for the use of PI will not be enforced

- The payback time is equivalent to the time not making the right choice and it to be paid back in the school hall during either a playtime or lunchtime (all adults on duty as well as the child themselves will be clear as to how much time is owed)

Implementation of Physical Intervention

- All adults will remain calm at all times regardless of the situation. Adults will remain in full control and ensures that the child feels safe
- Only the minimum number of adults required to safely restrain the child will be involved at any time (the only adults interacting with the child will be those sat with him or her)
- Physical Intervention will be used for the period of time deemed necessary by the staff members involved ie. until the child, peers and adults are safe and resolution can begin. The release of the child will only be when the adults feel that child is calm and safe enough - when they are responding to the adults appropriately
- Once the need for PI is no longer required there will be a post incident discussion, child voice is of the upmost importance. What happened? How did you feel? What could you do next time? How can we put this right?
- A plethora of de-escalation strategies will be utilised (planned ignoring / humour / calm talking / distraction / change of face) in order to best support the child
- If a Physical Intervention is deemed to become dangerous or has to be carried out for an extended period of time, a fixed term exclusion may result at the discretion of the Executive Head Teacher / Head of School

Post incident discussion:

- During the post incident discussion, the child will be made of aware of the reasons for them being taken out of class and the consequences which they have (the time to pay back).
- If the child is not ready to accept their consequences or if there is any negative attitude from the child during the discussion of them then they are deemed not ready to return to class. Adults will calmly explain to the child that they will attempt that discussion again in a few minutes when they feel the child is ready to listen and respond calmly.
- The child will not be returned to class until they have fully understood and accepted their consequences and can communicate with the adults politely and calmly (the aim is not to return the child to class as quickly as possibly but to prevent the child from repeating the same behaviour pattern).

Returning the child to class:

- Once the child has understood and accepted their consequences then they are ready to return to class. It is important at this point that the relationship with the adult is restored and that it is made clear that it is the behaviour which the adult disapproved of and not the child
- When returning the child to class, the dialogue between the adult returning the child and the adult in class is paramount but will be minimal
- The child will be given the opportunity to apologise, this apology will be accepted by the adult.

- This dialogue will be positive and focusing on the return to class and the purpose is simply to communicate to the adult in class what consequences have been given (eg. You'll be pleased to hear miss that X is ready to re-join the class, they understand that they have 10 minutes to pay back at lunchtime, I know I will hear good things about the rest of their day later)

Change of face:

- A change of face is very important and useful de-escalation strategy as it can prevent the situation from becoming personal. Any adult swapping into the situation will be informed of what the child needs to do to put the situation right and this will remain consistent with any new adult.
- A change of face does not constitute a new incident of physical intervention, it is logged within the same incident on the record form

Ladder of intervention:

Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School follow the Lincolnshire Ladder of Intervention in supporting behaviour of a challenging nature. Please see **Appendix 3 – The Birchwood Federation Ladder of Intervention.**

- Any pupil presenting 'at risk' behaviours will be screened for underlying Special Educational Needs, at the discretion of the school SENCO. Where a Special Educational Need is identified an SEN Support Assess-Plan-Do-Review cycle will be implemented. Requiring parental engagement.
- For all pupils who are 'at risk' the environmental factors will be investigated, where unmet needs are identified support will be implemented through the means of an Early Help Assessment or TAC where necessary. Requiring parental engagement.
- For pupils who remain 'at risk' a Pastoral Support Plan will be put in place by the SENCO and referrals made to outside agencies (such as BOSS / art therapy). Requiring parental engagement.
- For those pupils who, despite intensive interventions, remain 'at risk' a referral for an intervention placement in alternative provision can be made

Before a permanent exclusion is made consideration will have been given to a managed move or an intervention placement.

Exclusions

In accordance with the DFE Guidance; Exclusion from Mainstream Schools Sept. 2017.

Fixed term exclusions

- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
- A fixed term exclusion can also be for parts of the school day for example, if a pupil's behavior is disruptive at lunchtime then they maybe excluded from the school premises for the duration of the lunchtime period.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- The head teacher will take account of their legal duty of care when sending a pupil home following an exclusion.
- Learning will be provided for the pupil during times of fixed term exclusions.
- The child and parents will need to attend a re-integration meeting following a

fixed term exclusion where a reduced timetable and may or may not be put in place.

- A PSP will be put in place following an exclusion.
- The Executive Headteacher / Head of School reserve the right to exclude pupils from educational visits or residential trips if their behavior is deemed to be dangerous.
- When an educational visit follows a fixed term exclusion the pupil may be required to remain in school during this time for their safety and that of others.

Permanent exclusions

A decision to exclude a pupil permanently will be taken:

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

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The Executive Head Teacher will take account of their legal duty of care when sending a pupil home following an exclusion.

Consideration will be given to a managed move or intervention placement before the decision to permanently exclude is made.

Communication and record keeping:

- All behaviour and safeguarding incidents will be logged by the adult primarily involved using the school's electronic recording procedure – CPOMS. The designated safeguarding leads will review all behaviour and safeguarding incidents and decide upon appropriate future action.
- Parents will be informed of all incidents of Physical Intervention or bullying by a member of the Senior Leadership Team.
- Parents must sign the Physical Intervention log to acknowledge that they have been informed of an incident
- Regular behaviour review meetings will provide a forum for discussion of behaviour patterns, individual cases and review of procedures. Consideration will be given to the following; When is it occurring? Who is it happening to? Why? Is there an underlying reason?
- It is the responsibility of the all adults to inform all support adults of concerns about individual pupils.
- Every term, exclusions and number of Physical Interventions will be reported to the governors.
- Referrals can be made to BOSS, PSP or the Early Help Team by the SENCO.
- Individuals may be considered for small group learning or may be supported by one to one coaching.

Evaluation:

The policy will be reviewed yearly in order to fully meet the needs of the children, parents, staff and the school.

Monitoring:

Termly reports will be submitted to the full Governor Body.

Review:

This policy will be reviewed in September 2020.

This policy was agreed and adopted by the staff and Governing Body.

Executive Headteacher..... Date.....

Chair of Governors..... Date.....

Appendix 1

5 R's and 2 C's

RIGHTS

Everybody at Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School has RIGHTS.

PUPILS:

We have a right to learn and play in a friendly, calm, safe and respectful school.

STAFF:

We have the right to teach in a friendly, safe, calm and respectful environment, support by the school community.

PARENTS:

We have the right to feel welcome and to know that our children learn and play in a friendly, safe and respectful school.

RESPONSIBILITIES

Everybody at Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School has RESPONSIBILITIES.

We all need to care about ourselves, other pupils, parents, staff, belongings, our school and environment:

- To listen
- To help
- To try our best
- To discuss
- To encourage
- To be polite
- To make time for others
- To be punctual
- To help others understand
- To help others belong
- To work through problems in a fair manner
- To be honest
- To look after each other
- To try to understand each other
- To learn
- To play safely
- To share attention
- To share equipment
- To share time
- To co-operate
- To ask for help
- To ask for opinions and ideas
- To have a go
- To respect equipment and resources

ROUTINES

Everybody at Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School has ROUTINES and RULES

We have basic routines and rules for when we are in the classroom and when we are outside. Their purpose is to protect rights and to encourage responsibility.

Communication routines:

- Put up our hands without calling out
- Quiet learning voices
- Be aware of what we say to others and how it may affect them.
- Use appropriate language, including body language, towards others
- Listen to each other
- Calmly discuss problems

Movement routines:

- Assemblies are a silent and respectful gathering
- Walk in a safe and sensible manner.
- Line up sensibly, quietly and orderly
- Equipment to be collected in a quiet and purposeful manner
- Be punctual
- Walk sensibly on the left of the staircase and corridors.

Safety routines:

- Adhere to E-Safety Policy
- Be safe in P.E. – listen to instructions, wear correct P.E. kit, no jewellery,
- Positive play at playtimes and lunchtimes
- Use apparatus and equipment correctly
- Keep the school environment tidy

RESPECT

Everybody at Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School has the right to be RESPECTED and to

- respect the rights of others
- be co-operative and self-controlled
- respect the school environment
- respect equipment and resources

CHOICES and CONSEQUENCES

Everybody at Birchwood Junior School, The Lancaster School and Woodlands Infant and Nursery School has the RIGHT and RESPONSIBILITY to make their own CHOICES but accept the resulting CONSEQUENCES in so doing

- Positive choices will be promoted at all times
- Clear explanation will be given as the range of choices when supporting a child in making a decision
- Consequences will be consistent and fair to all in their delivery and will be relative to the action in line with the school Behaviour Policy

Appendix 2 –

Offensive Weapons

The term offensive weapon is defined as 'any article made or adapted for use to cause injury to the person, or intended by the person having it with him/her for such use.

Section 550AA Education Act 1996 gives members of staff the power to search school pupils and their lockers and bags for bladed and pointed offensive weapons.

Use of reasonable force

All members of The Birchwood Federation staff who have undergone Team Teach training have a legal power to use reasonable force.

Reasonable force will be used in school:

- To prevent pupils from hurting themselves or others
- To prevent school property from being damaged
- To maintain good order

Staff will use their professional judgement based on the above criteria. A form will be completed for each incident and parents are always informed by a member of the Senior Leadership Team.

Appendix 3 – The Birchwood Federation Ladder of Intervention

