



Bottisham Community Primary School

Positive Behaviour Policy

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Staff responsible	Headteacher	Date first produced	June 2023
Linked policies	Anti-bullying SEND Safeguarding Staff Code of Conduct		

Statement of Principle

At Bottisham Community Primary School, we believe that good behaviour is an integral part of the learning process. Pupils have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community.

Our vision is that by the end of Year 6, our pupils will:

- Foster a positive and caring attitude to others
- Become effective learners
- Be prepared with the skills, knowledge and understanding they need for the next stage in their school life
- Feel secure and live a healthy and safe life

Our Core Values are the underlying principles we wish to nurture throughout our school. These are displayed throughout the school and inform our expectations of behaviour:

- We like welcoming people to our safe and secure school.
- We enjoy working with other people.
- We look after our environment.
- We respect each other and each other's property.
- We enjoy learning and facing new challenges.

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following policy applies to everyone in the school community.

This policy is based on the Steps principles of open and shared communication, a shared commitment to diversion and de-escalation with reparation, reflection and restoration at its heart.

This policy will be applicable in school, on school trips, and where appropriate, when pupils are representative of the school in their journey to and from school.

We place an emphasis in consistency of expectations across the school. Every member of staff is expected to know and understand this policy and support pupils to behave positively at all times during the school day and when they are in out of hours school provision.

This policy recognises that there may be times when a pupil's behaviour requires the implementation of immediate protective consequences to keep staff and pupils safe. These are solely actions to ensure that no harm, or further harm occurs in the short term.

The expectations for behaviour will be shared every year with pupils in an age-appropriate way by their class teacher. They will be reviewed annually with staff, parents and governors.

The key elements which will contribute to the success and effective implementation of this policy are:

- Positive relationships between all members of the school community including: pupils, their peers and adults
- An effective partnership between adults at home and at school.

Our Approach

Our whole school positive behaviour management strategy is based on the Steps model which is a therapeutic, restorative approach. This recognises that a key role for all staff is to 'teach' behaviour and requires that all staff are responsible for growing 'internal discipline' in the children we teach.

Our positive behaviour management strategy is based on following principles:

- We believe that all behaviour is communication.
- We believe that pro-social experiences lead to pro-social feelings, which lead to pro-social behaviour choices.
- Pro-social behaviour is taught and modelled in school life.
- Consequences for anti-social behaviour are logical, protective and/or educational.

It is important for children to know that all members of staff follow the same codes of acceptable and unacceptable behaviour so that children are treated fairly and consistently.

Definitions

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Unsocial behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Anti-social behaviour : that which causes harm to an individual, a group, to the community or to the environment

Promoting positive behaviour

Our proactive, inclusive approach supports pro-social behaviour. When children feel safe and nurtured, they are more likely to behave pro-socially and learn well. All adults in our school recognise that they influence the positive ethos of the learning environment.

We will help children to 'learn behaviour' and make pro-social behaviour choices through:

- Building strong, trusting relationships across all areas of our community – *having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.*
- Being good role models who live out the values of the school and the behaviours we expect to see – *using words and actions that mirror the responses we are encouraging in children*
- Using praise and positive reinforcement – *noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded.*
- Offering comfort, forgiveness, reparation and restoration – *ensuring that when things go wrong, the opportunity for learning is not lost and another opportunity to get it right is offered.*
- Positive phrasing and repetition of expectations – *using agreed words and actions which are likely to be most effective in achieving the desired outcome from an individual.*
- Being consistent – *working together to determine the best way to support each individual child and ensure that approaches to that child are consistent.*

Rewarding Positive Behaviour

Pupils will be rewarded for positive pro-social behaviour that reflects making an effort with their learning and self-regulation, for improvements and for academic or personal achievement.

Pupils are able to earn House Points for their House Team by demonstrating pro-social behaviours in line with the Core Values. Each class will have a record sheet for collecting house points weekly. House point totals are celebrated each week in Celebration assembly. The house with the highest number of points at the end of each term will receive a reward agreed in collaboration with the Y6 House Captains.

Each pupil will also have the opportunity to earn points for their class linked to whole-class behaviour targets decided by the class teacher. These will be collected via marbles in a jar and will contribute to a class reward, agreed collaboratively with their teacher. It will be up to the class teacher to decide the length of time and how many marbles are needed to achieve the class reward. This will be age and stage dependent but will not exceed a half term in length. Marbles will not be taken away from the jar once they have been awarded.

Achievement Certificates will be awarded to individual pupils in the weekly Celebration Assembly. These are in recognition for exceptional work, attitude or behaviour. Teachers will provide a clear and specific explanation as to why a pupil has been awarded a weekly certificate.

Where a pupil's behaviour shows particular improvement or merits greater recognition, staff will inform parents through verbal feedback or phone calls.

Roles and Responsibilities

The following roles and responsibilities underpin the promotion of positive behaviour:

Leaders will:

- Regularly meet and greet families and pupils on the playground at the beginning of the school day
- Be a visible presence throughout the school
- Implement the positive behaviour policy, reinforcing the need for consistency across the school
- Support staff when dealing with challenging behaviour
- Meet with parents/carers of children demonstrating challenging behaviour when appropriate
- Ensure the health, safety and welfare of all children
- Praise and encourage positive behaviour with appropriate rewards that value the behaviour and endorse the school expectations

Staff will:

- Meet and greet pupils positively at the start of the school day
- Make sure that all children are listened to and feel valued
- Be a positive role model
- Provide a well-balanced curriculum that inspires and engages pupils allowing everyone the opportunity to be successful
- Support children when dealing with emotions and feelings use the PSHE and relationships curriculum
- Support children with the language and vocabulary that they need to develop effective interpersonal skills
- Plan engaging lessons that challenge and meet the needs of all pupils
- Offer the children choices and the chance to make the right decision
- Reward and praise positive behaviour
- Inform parents / carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently

Pupils will be supported to:

- Understand and follow the school rules
- Demonstrate the Core Values
- Be responsible for their own actions and the impact they have on others
- Respect other people, their views and feelings
- Be able to reflect on and to change their behaviours
- Learn to work cooperatively
- Develop positive social relationships in the school community
- Self-regulate their feelings and emotions

The Local Governing Body will:

- Support with the implementation of the policy
- Review the effectiveness of the policy

Classroom Management – low level disruption including unsocial behaviour

This behaviour may be inconvenient but not difficult or dangerous. For the majority of pupils, a gentle reminder of the behaviour that is required is all that is needed. Any time spent out of a lesson means that a pupil is not learning. Steps to address behaviour should be taken carefully with consideration of pupils' individual needs as appropriate. Staff should praise the behaviour they want to see and not give undue to focus to attention seeking. All pupils should be able to be successful in the work planned for them and should feel valued as a member of the class and the school.

Classroom management skills:

- Use of body language and facial expression to convey expectations
- Use of non-verbal cues which may include head shake, frown, modelling and re-direction to a positive choice.
- Use of positive phrasing to emphasise pro-social expectations
- Pausing to gain attention
- A private reminder of the behaviour expectations, making the pupils aware of their behaviour and giving them the opportunity to do the right thing.
- Move the pupil to different position.
- Time out to de-escalate where appropriate

If low-level behaviours continue, in spite of the staff using the above (and where relevant following strategies in a risk management plan), and a pupil persists in disrupting the learning of others or persistently refusing to engage, a verbal warning is given privately to the pupil which gives them the choice to do the right thing. Staff will explain how their behaviour choice is unacceptable, or negatively affecting the others and remind them of previous positive behaviour to show they can make the right choice. They will also be reminded that this is their last opportunity to make the right choice before a consequence is put in place (protective or educational).

Private verbal warning:

- Gentle, personal and non-threatening – eye level or lower
- State the behaviour that was observed and why it is unacceptable
- Refer to previous good behaviour / learning as a model for the desired behaviour
- Tell the pupil what the impact of their action is.

- Tell the pupil what the consequence of their action will be if they choose to continue with the behaviour.
- Walk away from the pupil and allow them time to decide what to do next.

Managing Anti-social Behaviour

Behaviour defined as anti-social behaviour is difficult and/or dangerous. Anti-social behaviour usually occurs when a child becomes heightened or stressed, however there may be other reasons. These behaviours are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limiting choice and applying educational consequences will help a pupil learn more appropriate pro-social behaviours over time.

Staff will use the following principles when dealing with any anti-social behaviour:

- Use positive phrases that will disempower the behaviour (see below)
- Offer choice – inform the pupil that the behaviour is disruptive and follow this with a choice to the pupil (see below)
- Public praise / private sanction – conversations about behaviour should happen with the individual concerned and not the whole class.
- Staff regulate their own emotions. Focus on the behaviour and not the pupil.
- Staff are never drawn into an argument or disagreement with a pupil.
- Demonstrate consistency and fairness – always follow up positive and negative behaviour in a consistent and fair manner.

Positive Phrasing

Positive phrases are clear, uncomplicated unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with 'please' or 'thank you'.

Using 'please' will suggest an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests that you expect a pupil to comply.

Neither please nor thank you would be used in high level situations. The positive phrase should be delivered assertively but without aggression.

Positive Phrasing	Negative Phrasing
Prefacing or ending with a please / thank you <ul style="list-style-type: none"> • In this class we use kind hands. • In our school we eat our snacks at the table. • In this group we take turns to talk and listen. • Stand next to me. • Put the pen on the table • Walk in the corridor • Come and sit with me. 	<ul style="list-style-type: none"> • Stop being silly • Be good • Don't throw that • Stop running • Calm down • Stop doing that

Offering Choices

No choice – where a positive phrase is given as a demand or with anger and aggression. This can trigger defensive, confrontational, or oppositional responses.

Open choice – this can lead to misinterpretation and work against staff expectations. E.g. the phrase ‘what do you want to do?’ might be answered by the child with a response that can’t be actioned and can result in defensive or confrontational responses.

Limited choice – often follows on from positive phrasing and allows the pupil to have a sense of control without providing unrealistic expectations.

- Talk to me here or outside the classroom?
- Are you going to sit on your own or with the group?
- Will you start with the words or the pictures?
- Will you eat lunch in the hall or in the classroom?

Health and safety always takes priority with dangerous behaviour. Sometimes the child behaving dangerously may need to be moved, where safe/possible so that the behaviour happens in a different location. If necessary, other children may need to be temporarily evacuated or moved to keep everyone safe.

Dealing with very challenging behaviour

At Bottisham Community Primary School, we adopt the view that all behaviour is communication. To improve the educational outcomes for a child exhibiting antisocial behaviour, we aim to understand the underlying feelings, emotions and reasons for the behaviours. Anti-social behaviour can often be predicted and prevented when a child and potential triggers have been understood or explored. The STEPS framework provides a tool for gathering this information. Staff will be supported by the SENCo to undertake this information gathering process.

Risk Management Plans

Where a pupil’s behaviour may place themselves and/or others at risk, they should have an individual risk management plan implemented. These are overseen by the SENCo and shared with relevant staff involved with supporting the pupil. A risk management plan is for those pupils for whom the usual everyday strategies are not sufficient and who may require some specific intervention to maintain their own and others’ safety.

A plan will:

- Be based on analysis of the child’s behaviour. This will enable staff to identify key triggers for the pupil that could lead to difficult behaviours.
- Put in place risk reduction measures to enable the pupil to demonstrate positive behaviour at school.
- Give clear de-escalation strategies, including a script, that all adults can follow to lessen difficult and dangerous behaviours.

Consequences and Interventions

Consequences are not the same as punishments. Consequences are logical and explainable. They are linked to the behaviour that precedes them. The consequence that pupils’ experience as a result of their behaviour must logically and naturally follow an action.

Our policy provides for two types of consequences – ‘Protective’ and ‘Educational’. Both of these create opportunities to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment.

Protective consequences (removal of a freedom to manage risk of harm):

- Increasing the staff ratio while a pupil's behaviour is de-escalated.
- Limiting access to an area of the school or event in the school day e.g. playtime
- Adult supervision in certain social situations e.g. on the playground
- Providing a different teaching space
- Exclusion (for the most extreme behaviour) – internal or external

Educational consequences (learning, rehearsing, or teaching):

This list is not exhaustive:

- Completing a task in a pupil's own time to replace any learning time lost
- Rehearsing a response with a trusted adult e.g. you could have said.... You could have asked....
- Role play of the situation modelling how a response could have been made
- Supporting a pupil to understand why a peer or adult acted as they did
- Discussing the impact of the behaviour on others and how best reparation can be made
- Assisting with repairs
- Writing a letter of apology

Appropriate consequences will consider the roots of the behaviour, the seriousness of the behaviour and any history of such behaviours.

Use of Force

The expectations on physical contact between staff and pupils is outlined in the Staff Code of Conduct, sections 9 and 10. Section 10.3 outlines that for children with challenging behaviours, some physical contact may be written into their personal plans in consultation with parents/carers.

Staff may also intervene physically to prevent injury to another person, or if a child is in danger of hurting him/herself. Any use of force will be proportionate and reasonable.

Exclusion

In extreme circumstances the decision may be taken by the Headteacher (or in their absence, the Deputy Headteacher) to formally exclude a child for a fixed period of time. This is always the last step taken after other possible alternatives have been explored. Reparation and re-integration is always the end objective of an exclusion.

Record Keeping

All records of Anti-social behavioural incidents should be logged on My Concern.

Other behaviours should also be logged on My Concern if:

- SLT has been involved
- There is an allegation of bullying
- There is persistent lesson disruption
- There is persistent hurting of other children

Communication with parents/carers

We expect parents and carers to be equal partners in recognising positive behaviour and in managing and improving behaviour.

Staff will inform and involve parents and carers as necessary for low-level behaviour. Parents and carers will be informed of all incidents of anti-social behaviour and the protective and educational consequences applied.

Parents and carers are always welcome to discuss worries about their child with the school. Staff will work closely with parents and carers to support pupils who demonstrate challenging behaviour.

Where a risk management plan is implemented, parents and carers will always be informed and involved in its construction, implementation and review.

Behaviour	Response	In class	Around school	Other staff / SLT involvement	Parents
Pro-social behaviour <i>Strongly positive behaviour demonstrating the school's Core Values</i>	Praise to the child Praise about the pupil to another member of staff e.g. member of SLT in front of the pupil	Praise House point Marble in the class jar	Praise Share with class teacher House point	Celebration assembly Share with HT	Praise about pupil to parents in front of the pupil Verbal feedback
Unsocial behaviour <i>Minor, low-level disruption. Talking, distracting others, slow to complete work, arguing with peers, calling out etc</i>	Use of non-verbal cues - head shake, frown, modelling and re-direction to a positive choice. A reminder of the behaviour expectations, Verbal request 'Name' please can you (desired behaviour), thank you.	Body language and gesture Positive phrasing Pausing for attention Private reminder of expectations. Move the pupil to different position.	Positive phrasing Private reminder of expectations. Choice to do the right thing. Clear indicator of next steps.	Regular visits to the playground and hall during lunch.	Monitor and share at parent consultations if low level behaviour continues. Involve parents in strategies to support improvement.
Continued unsocial behaviour <i>As above</i>	'Name' you have continued to (action) you now need to think about making the right choice (desired behaviour). If you choose not to then (consequence)	Speak to pupil away from others State the behaviour that was observed and why it is unacceptable Tell the pupil what the consequence of their action will be if they choose to continue with the behaviour. Walk away from the pupil and allow them time to decide what to do next	Speak to pupil away from others State the behaviour that was observed and why it is unacceptable Tell the pupil what the consequence of their action will be if they choose to continue with the behaviour. Walk away from the pupil and allow them time to decide what to do next	Feedback to other members of staff during transition e.g. end of lunchtime Implementation of consequence as appropriate	Verbal feedback if this occurs on a regular basis or increases in regularity. Involve parents in strategies to support improvement.

		Implementation of consequence as appropriate	Implementation of consequence as appropriate		
<p>Anti-social behaviour</p> <p><i>Throwing objects, refusal to follow instructions, disruption to learning, deliberate, sustained violence to another child or staff member, racist incident, climbing on/ upturning furniture, swearing at an adult, leaving the classroom without permission</i></p>	<p>Immediate support from SLT</p> <p>‘Name’ I can see something has happened. I can see something has happened. I am here to listen, help and talk. Let’s wait for ‘SLT member’ to come and support you.</p>	<p>Send class card to school office for SLT support.</p> <p>Participate in restorative conversation and consideration of relevant consequences.</p>	<p>Request SLT support via another adult or using the class card</p>	<p>Immediate support from SLT</p> <p>Possible consequences:</p> <p>Phone call home</p> <p>Meeting with parents/carers</p> <p>Review internal support and external agency involvement</p> <p>Review / implement risk reduction plan</p> <p>Internal or external exclusion</p>	<p>Phone call or meeting with parents / carers</p> <p>Determine relevant consequence</p> <p>Potential internal or external exclusion</p> <p>Letter relating to any external exclusion</p>
<p>Endangering personal safety</p> <p><i>Leaving or threatening to leave the school grounds</i></p>	<p>‘Name’ I can see something has happened. I am here to listen, help and talk. We can stay here while you calm down or go to the X room.</p>	<p>Immediate support from member of SLT</p> <p>Seek a diversion drawing on what you know about the child.</p>	<p>Immediate support from member of SLT</p> <p>Seek a diversion drawing on what you know about the child.</p>	<p>Call police if pupil leaves school site.</p> <p>Call parent / carer</p>	<p>Meeting with parent & pupil.</p> <p>Agree consequence</p>

Appendix 2 – Examples of scripts and responses for Low Level disruption or quiet defiance, including but not limited to Unsocial behaviour. This behaviour may be inconvenient but not difficult or dangerous.

- Ensure that the curriculum is appropriately differentiated for the child – we recognise there is an inseparable link between teaching, learning and behaviour.
- Remain calm, use the child's name first before giving instructions to make sure they are cued in.
- Use 'thank you' rather than 'please' when giving an instruction –for example, 'pick up the book, thank you.'
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Spend time with child to try to understand the reasons for the behaviour.
- Ignore secondary behaviours (eye rolling, muttering under their breath, stomping about, banging books on tables etc) which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Explain clearly to the child, using the Core Values, why the behaviour is causing concern and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that the behaviour is preventing learning taking place.
- Always tell the child the consequences should the unacceptable behaviour continue and always carry it out.
- Give limited choices – Where shall we talk, here or in the library; put the pen on the table or in the box; are you going to sit on your own or with the group; are you starting your work with the words or a picture?
- Allow take-up time by giving limited choices and moving away.
- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child in order to avoid negative reinforcement.
- When appropriate, discuss difficult behaviour with a colleague who has taught the child before.
- Disempower the behaviour: You can listen from there, Come and find me when you come back, Come back into the room when you are ready, We will carry on when you are ready.
- Look to praise small specific good choices.

A de-escalation script is a planned response designed to give a neutral yet supportive response at a time of high anxiety where staff might react with negative phrases, demands or threats driven by their own emotional state. It specifically avoids questions and judgements by using planned positive phrases.

1. Use the pupil's name
2. Acknowledge their right to their feelings
3. Tell them why you are there
4. Offer help
5. Offer a 'get out'

Script:

1. Pupil's name
2. I can see something has happened
3. I am here to help
4. Talk and I will listen
5. Come with me and.....

The script should be used like a menu, choosing the appropriate phrase in response to the challenge presented by the pupil.

Staff are expected at all times to use words, actions and body language that will de-escalate a situation and enable a pupil to demonstrate more positive behaviour.

If a pupil is in a very heightened state of anxiety, they will not be able to engage with or hear spoken language. In these instances, staff will give them time to calm and to feel safe in an appropriate space. Pupils must be given time to cool down before an incident is discussed.

Following this recovery, which may need to be supported by an additional member of staff (a protective consequence), pupils must be helped to reflect on their behaviour and be given the chance to repair any damage they have caused and to restore relationships.