



Great schools at the heart
of our community

Positive Behaviour Policy

New Road Primary and Nursery School

Park Lane Primary and Nursery School

Adopted by the Trust Board of
Aspire Learning Trust

on

24th January 2023

Policy reference:

This policy is to be reviewed:

Annually

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Review is the responsibility of:

The Local Governing Body

Review History

Review ratified:

24th January 2023

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[illegible]

Behaviour Policy

The school's motto is 'Expect the Best'. We expect the very best of each other, of every child, of everyone!

Philosophy

We believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. The school values are built on mutual trust and respect for all. We believe in rewarding good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

We believe all children have the right to feel safe, to be respected and be ready to learn. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Purposes

- To promote good relationships, so that people can work together with the common purpose of helping everyone feel safe, respected, and ready to learn.
- To treat all children fairly and apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To support our most vulnerable pupils by fully understanding and meeting their needs so that any form of exclusion truly is a last resort.

Rewards

Good behaviour is recognised and rewarded in the following ways:

- Teachers and other school staff congratulate and praise children.
- Teachers and other school staff give team points (20 team points results in a certificate from the headteacher; 60 team points results in a Gold Award from the headteacher).
- Teachers and other school staff give children stickers and stars.
- Children receive Certificates of Achievement and other certificates in the school assembly for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Pupils on Behaviour Change Plans (BCP's) will be working towards specific rewards from school and home.
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Expectations of Pupils

The school expects all pupils to be Ready, Safe and Respectful at all times. These expectations are frequently referred to in class and assemblies by all staff. They are also displayed in classrooms and printed on the lanyards worn by all staff.

Expectations of Staff

All members of staff are expected to adhere to the school's code of conduct and be highly professional and calm at all times, especially when working with a pupil whose behaviour is difficult or dangerous.

Supporting pupils to meet the school's expectations

Minor incidents will be dealt with within the classroom or playground, by reminding the child of expectation that has not been met. A suitable consequence will be put in place that encourages the child to behave positively and to understand the impact their actions have on other people. For example, apologising to a

fellow pupil because they pushed in front them or taking the time to be calm after an argument with another pupil.

Playground incidents are logged by the lead teaching assistant on duty; lunchtime incidents are logged by lunchtime supervisors and passed on to a senior leader.

The overwhelming majority of pupils are able to meet the school's expectations and respond positively to a reminder and the opportunity to reflect and apologise.

Supporting pupils who find it difficult to meet the school's expectations

From time to time a pupil may find it difficult to meet the school's expectations. The school uses a supportive approach that aims to help each child change their behaviour for the better. Educational and protective consequences will be planned on a case by case basis (see below, table 1 Educational and Protective Consequences).

1. A Behaviour Change Plan and Behaviour Contract will be written in conjunction with the pupil and their parents/carers.
2. The plan is informed by a number of analytical tools: Root and Fruits, Anxiety Mapping, Subconscious and Conscious Behaviour Analysis.
3. The detailed analysis phase may take a couple of weeks to complete but the resulting support plan will be highly effective.
4. In the event that the support plan fails, it will be revised and amended until it successfully meets the needs of the pupil, or the risk of harm becomes unacceptably high. In addition, external agencies such as educational psychologists may well be invited to provide advice and support.

Supporting pupils who present dangerous behaviour: withdrawal from classroom and temporary reduced timetables

1. If a pupil behaves in a way that harms themselves or another person, the Behaviour Change Plan will be written and implemented to manage the level of risk; this may involve the planned use of physical intervention. All physical intervention by staff will meet the guidelines of the Cambridgeshire Steps approach.
2. The school may also withdraw a pupil from the classroom until their behaviour is safer. Temporary Reduced Timetables may also be used to support the child and family at a time of acute crisis.
3. The school may also recommend that an approved Alternative Provision Provider as a suitable place of education.

Persistently Dangerous and Difficult Behaviour

In the event that the school is unable to effectively support a pupil, with the use of withdraw and temporary reduced timetables, it may be necessary for the headteacher to issue a fixed term suspension or permanent exclusion (please see the most recent version of the Department for Education's Exclusion Guidance and Cambridgeshire County Council's Exclusion Guidance).

The governing body has a discipline committee which can consider any exclusion appeals on behalf of a parent/carer.

This policy will support the school in being pro-active in promoting equality, inclusion and diversity for all its stakeholders.

Table 1: Educational and Protective Consequences

	Level of Behaviour	Examples	Potential Consequences
1	Low level difficult behaviour in a lesson Low level difficult behaviour at lunch or playtime	Talking when teacher is talking Shouting at a friend about the rules of a game	Remind pupil verbally about being Ready, Safe and Respectful. Pupil given opportunity to apologise/ make a mends.
2	Continued low level difficult behaviour in a lesson Continued low level difficult behaviour at lunch or playtime	Above behaviours frequently continue despite use of reminders.	Informal support discussion involving parents and a senior leader to explore why and how best to 'support the pupil with agreed consequences. Before parents and leaders are involved it may be necessary for a member of staff to apply an immediate protective or educational consequence such as completing work in an adjacent classroom or missing part playtime/lunchtime. A Behaviour Change Plan and Behaviour Contract may be necessary. A detailed record is kept using either Antecedent Behaviour Consequence charts or My Concern (if necessary).
3	Refusal to cooperate	Refusing to follow instructions, resulting in a lesson being disrupted.	De-escalate and calm the situation if 'making a choice' doesn't work. When pupil is calm –debrief to understand why – decide if a plan is required to avoid future occurrences. Parents/carers informed. Consider if there is an emerging pattern of behaviour: Roots and Fruits, Subconscious / Conscious Analysis and Anxiety Mapping will need to be completed and protective consequences put in place - separate play times for example. A Behaviour Change Plan and Behaviour Contract may be necessary. A detailed record is kept using either Antecedent Behaviour Consequence charts or My Concern (if necessary).

4	Verbal or physical abuse directed at child or staff member	Hitting, swearing etc	<p>Analyse – is it a one off or an emerging pattern of behaviour. What actual harm has been done?</p> <p>Why did it happen? Consider what a fitting consequence is, so that the victim feels supported and the perpetrator can learn to behave differently.</p> <p>Consider if there is an emerging pattern of behaviour: Roots and Fruits, Subconscious / Conscious Analysis and Anxiety Mapping will need to be completed and protective consequences put in place - separate play times for example.</p> <p>A Behaviour Change Plan and Behaviour Contract may be necessary.</p> <p>A detailed record is kept using either Antecedent Behaviour Consequence charts or My Concern (if necessary).</p>
5	Frequent difficult/ dangerous behaviour resulting in a high level of risk and /or significant disruption to the smooth running of the school.	Repeatedly hitting pupils/staff at the school.	<p>Local Authority and Trust CEO to be informed.</p> <p>Suspension to be considered if the school does not have the capacity to lower the risk of harm to pupils/staff or the child.</p>