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19 Sep 2017
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Bluebell Primary School Behaviour Policy



“To give every child the skills and self-belief to succeed”

Aim High and Respond to Challenge	Celebrate and Develop Independence
Love learning and Understand Life	Take Care, of Self and Others



INTRODUCTION.

Our Policy is in line with the Norfolk Children's Services vision which is:

'All children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.'

Bluebell Primary School is committed to providing an education of the highest quality for all pupils.

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction

We believe the adults in school should lead by example and be good models for the children in their relationships and the way that they speak to others. This approach will establish a culture of tolerance, respect and good manners and will help to foster good relations between everyone in school, leading to better collaboration, attitudes and learning.

SCHOOL RULES.

When the school opened in 2007, we had some training around relationships between and with young people. This training focused on 3 rules, which as a staff we decided to adopt for our school.

We follow instructions
We show good manners
We care for everyone and everything

These rules are displayed around the school and in every classroom and every class works on them at the beginning of the year, to understand how they need to behave in order to follow the rules. The rules are also discussed in assemblies and children are reminded of them throughout the year.

DEALING WITH INAPPROPRIATE BEHAVIOUR

A staff commitment.

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.

Actions by staff are based on important principles.

- It is the inappropriate behaviour that is rejected, not the child.

We reinforce choices the children have made which are not acceptable rather than refer negatively to the child

- Adults should keep the situation calm.

Staff should consider approaches which ensure no matter the severity of the situation incidents are dealt with calmly and allow children to engage quickly with the process of restoration.

- A child's success at reducing inappropriate behaviour should be acknowledged.

Praise for right choices is a significant tool in resolving and restoring wrong choices both with the perpetrator as well as injured parties.

- Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended

The role of the staff is to enable children to view the whole picture surrounding wrong choices to ensure they have the ability to reflect and reason how to avoid making the same mistakes again.

The Management of pupils who interrupt the learning of children in lesson times.

At Bluebell Primary School we maintain that every child has the right to learn without interruption. This procedure is therefore available if interruptions occur, although there is an expectation that incidents will normally be resolved at stage 1.

If during the course of a session a child misbehaves ie does not settle to work, distracts others, is violent to person or property, is abusive or refuses to cooperate THEN:

1. The teacher will draw the pupils' attention to the inappropriate behaviour and remind them of the rules/expectations.
2. If the behaviour continues, the teacher issues a First Warning to the child (name on board)
3. If the behaviour is repeated during the session the teacher will move the pupil away from their peers for 5 minutes. Following this, the child is given a choice, to return to their original place of work, or they will have to work in another room.
4. If behaviour still continues after being moved away from peers, the child will be removed from the classroom to the phase leader or another classroom. They will need to take work with them that they are able to do; the amount of time needed for this is at the teacher's discretion, but should not exceed 30 minutes. This behaviour needs to be recorded on the behaviour log.

Any significant incident needs to be recorded on the record of harm, detailing the harm caused by the behavior. Harm does not have to be physical, it can be emotional or loss of learning. All forms need to be given to the Headteacher in the first instance, who will then share them with the Inclusion Lead. If problems are recurring, then it is the Class teacher's responsibility to have a conversation with the Inclusion Lead and record on Cause for Concern forms.

If problems continue, the Behaviour, Nurture and Inclusion TAs should be informed and further action may be taken. All classes have a phone and an adult needs to phone through to the BNIs requesting immediate assistance. If further support is required, the Learning Mentors/BNIs will inform the Headteacher or other Senior Leader. PHONES SHOULD ONLY BE USED IF THERE IS SIGNIFICANT RISK OF HARM. Children not doing the expected amount of work is not a risk of harm and it is the class teachers responsibility to manage this and ensure that the child makes up that loss of learning time under the supervision of the teacher.

Management of serious incidents

Formally, the school had access to an inclusion centre which provided short term education for children who may have otherwise been excluded. The school really valued this opportunity that has unfortunately folded due to funding. Therefore, there may be occasions, rather than issuing a fixed term exclusion where the school will offer an internal inclusion. This will mean the child will come to school, but will not be with their peers for the duration of the inclusion. The child will be required to enter and leave the school via the front entrance and will work in a room away from their peers. The child will also remain inside during play times and lunchtimes.

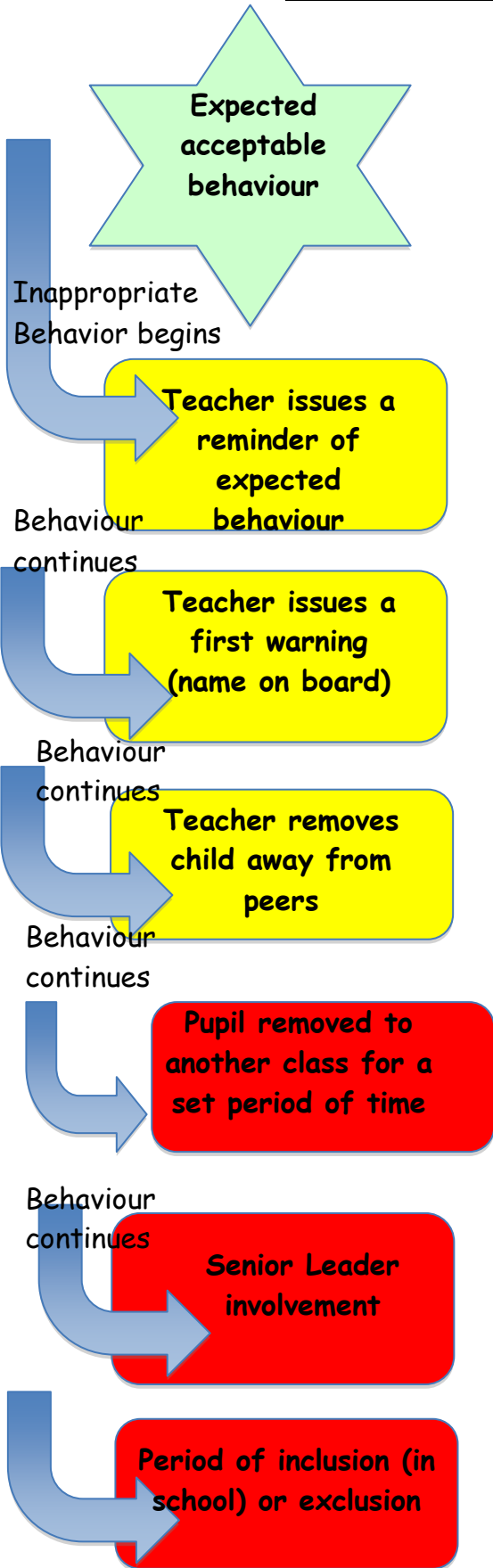
However, if behaviour is believed to be extreme, the Headteacher and Governors will decide whether it is appropriate to issue a fixed term or permanent exclusion.

If the initial behaviour is of a serious nature (see below) Stage 4 may be implemented immediately, or a period of inclusion may result (at the discretion of the Headteacher).

These could include:

- **Verbal/physical abuse**
- **Leaving the school site**
- **Theft**
- **Serious physical violence towards persons or property**
- **Persistent bullying as evidenced by repeated recorded incidents**

BLUEBELL PRIMARY BEHAVIOUR POLICY FLOW CHART.



Child responding to the activity, following instructions, and exhibiting appropriate behaviour for learning.

Child is reminded that the behaviour is unacceptable and reminded of next step if behaviour continues.

Teacher informs child they have a first warning and if behaviour continues they will be moved.

After 5 minutes, child asked to return to their proper working space and continue with expected behaviour. If behaviour continues, go straight to next stage.

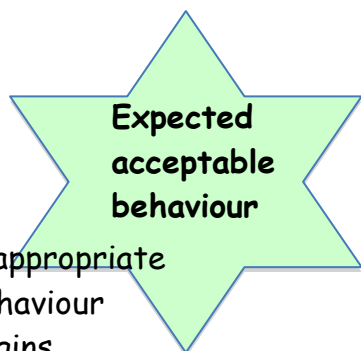
Child works in another class for a specified period of time. Returns to class after this time and expected to display appropriate behaviour. If not, go straight to next stage.

Senior Leader will take child for a period of time and assess the situation, which could involve in school inclusion, or exclusion. Senior Leader will need as much information as possible about the situation to make a judgement.

Extreme disruptive behaviour that causes harm to others will result in Senior Leader involvement immediately. If a child is removed from the classroom it is the CLASS TEACHER'S responsibility to inform the parents and ensure it is appropriately logged.

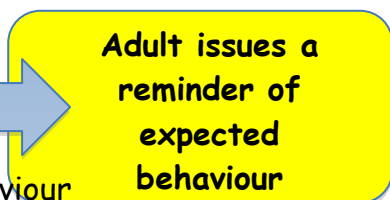
Inappropriate behaviour on the playground

If a child is being disruptive on the playground the following actions will be taken:



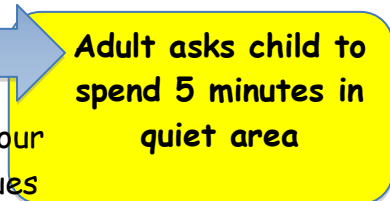
Children playing appropriate games with each other, following instructions and adhering to the playground rules.

Inappropriate Behaviour begins



Child reminded of expected behaviour and observed by an adult to ensure behaviour is acceptable.

Behaviour continues



Child is asked to spend 5 minutes sitting alone in the quiet area to think about the right choices. Child needs to be observed from a distance. If child has to have more than two visits to this area in one playtime, then go to next step.

Behaviour continues



Child is asked to go inside to the seats in the entrance area where another adult will go and speak to the child, giving them clear choices.

Behaviour continues



Senior Leader involvement where decisions will be made regarding consequences for the behaviour.

Pupil removed to another room for a set period of time

Inappropriate Behaviour on the Playground

The pupil is reminded of the appropriate way to behave and a warning is given. The behaviours are recorded on the behaviour log. If behaviours continue, the pupil is asked to have 5 minutes thinking time in a designated area. If behaviour still continues, then the child is brought inside to a senior member of staff.

Examples of good behaviour also need to be acknowledged and information passed to the class teacher. In the case of extreme incidents, senior members of staff need to be informed.

Racial Incidents

Any form of racial abuse will be recorded (forms in pigeon holes in the staff room) and then dealt with by the Headteacher or Deputy Headteacher. All racist incidents are reported to the Governors and the Local Authority.

SUPPORTING THE BEHAVIOUR POLICY

Senior members of staff will be on duty at lunchtime. This will generally be the Headteacher, Deputy or Inclusion Lead.

Annually Parents will be informed of the policy.

At least annually, a staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children.

The Headteacher, Deputy Headteacher and Inclusion Lead will make regular visits to classes, as well as the playgrounds and corridors to monitor behaviour and learning.

RECOGNISING AND REWARDING THE ACHIEVEMENTS OF PUPILS.

A Positive Teaching Culture

School staff are committed to seeking to praise effort, achievement, kindness, respect for others and school procedures in lessons and other parts of the school day.

Children's Behaviours and Expectations

The way that teachers manage the classroom environment at Bluebell Primary is to ensure that in lessons, and throughout school the children display these outcomes whenever possible:

Show active listening skills

That children are able to utilise and retain what they have learnt in order to complete small or more extensive tasks with partners, in groups or independently.

Help and encourage each other to learn (not just complete tasks)

Children are aware that everybody needs to experience the learning to develop new skills and so they have been educated in helping their peers to experience this rather than misinterpreting the act of giving them the answer as a helpful gesture.

Everyone participates

Teachers expect all learners to be involved and use a range of strategies to encourage and at times enforce this within lessons.

Be confident enough to explain/ articulate your ideas/tell why

That children have had the opportunity to develop the skills and confidence to share their understanding or thoughts articulately.

Are focussed when completing tasks, using independent learner skills.

Children are able to use and apply the knowledge and skills they have acquired and are able to approach tasks where they are willing to take risks and accept that failure is part of the process of learning.

Take care and pride in what they are doing

Children are aware of the importance and value they and everyone else places upon their efforts and as a result they value why it is essential to demonstrate their best efforts.

Rewards

The following table explains the use of rewards to develop and reinforce behaviours which display the aforementioned outcomes.

Order of importance placed within school.	Learning (academic achievement/ progress)	Behaviour (Learning & positive choices)
	<p style="text-align: center;"><u>Shining Stars</u></p> <p>Shining stars are a head teacher award which teachers may issue for exceptional examples of progress or achievement.</p> <p>They are to signify outcomes that have gone significantly above expectations. rather than just meeting the requirements set for achieving objectives.</p>	<p style="text-align: center;"><u>Star of the week</u></p> <p>Each week the Teacher will select a star for their class. Star of the week must be selected by Friday morning with the book completed and submitted to the Headteacher. The criteria for selection is children who have consistently set demonstrated positive behaviour so are rewarded for making the right choices, all of the time.</p>
	<p style="text-align: center;"><u>Team Points/Class Dojos</u></p> <p>Team points and Class Dojos are to be used to reinforce good learning skills and behaviours which generally result in children making steps towards their intended learning outcomes.</p> <p>Staff can use these to encourage positive behaviours in this area or praise learning skills being acted upon in any part of a session.</p> <p>Team points are a school wide strategy. Each classroom has a container to place team points in these will then be totalled for both classes and across the school allowing children reflect upon the choices and rewards of the whole team</p>	<p>Although children can be encouraged to work towards becoming star of the week it should not be used as an agreed outcome for a child who must change their behaviours.</p> <p>The star of the week will access a special golden time club held in the middle room on a Friday Afternoon. Their parents/ guardians can join them for a celebration during this time.</p> <p>To ensure the treat activities are considered special this means that Golden time in classes must rely on school based resources rather than providing enrichment activities outside of this provision.</p> <p style="text-align: center;"><u>Marbles in a jar</u></p> <p>These marble jars are placed upon the learning behaviour display. They are to support progress with class wide targets which the teacher feels is an area for development.</p> <p>P.H.S.E sessions are used to identify these issues and then a marble can be used as a reward whenever the whole class demonstrate successful applications of this target.</p> <p>When the marble jar is full, the whole class receive an agreed reward, then the target is changed and the process begins again</p>

Attendance Awards

School runs an attendance league table where classes can win points for good attendance, with points ranging from 10 down to 1. These are added to on a weekly basis and the class at the top of the league table at the end of a term receives a free school trip.

The class with the best attendance in each Key Stage each week will get to keep the 'attendance bear' for that week. Individual pupils with 100% attendance will receive a certificate each term. Those who achieve 100% attendance for the year will receive an additional certificate and a prize.

Lunchtime Certificates.

MSAs can give out lunchtime certificates to reward particularly good behaviour, helping others, setting a good example etc.

End of the Year Outstanding Achievement award.

This will be awarded to one pupil in each class – the pupil judged to have made the most progress throughout the year, or to have put in the best effort.

School Council

Each year, children from years 5 and 6 are elected as officers for the School Council ie the posts of chair, vice-chair, treasurer and secretary. Following this, all classes elect two representatives for the School Council. The School Council is supervised by the phase leaders and meets regularly to discuss issues of interest to the children. This is then taken back to their classes, where the issues are discussed before taking back to the next meeting. This way the opinions of all can be taken into account when making decisions. Each class holds a class council weekly.

Learning Mentors.

The school employs one Learning mentor who works with individuals and small groups of children throughout the week. Their work involves self-esteem, emotional/behavioural difficulties, attendance and later in the year, transition work. The mentor liaises regularly with the teachers and senior Leaders to identify those children that need intervention and the best way to support them.

Behaviour, Nurture, Inclusion TA's

The school employs three BNI's who work with small groups and individual children throughout the week. Their work involves providing interventions for those children who find things difficult, such as 'Building blocks for communication', 'Drawing Therapy', 'Kids Skills' and others, as well as talking to children about their behaviours or incidents that have occurred throughout the day.

NORFOLK STEPS

All school staff are trained in the 'Norfolk Steps' approach to behaviour management. This is refreshed on a rolling programme. Norfolk Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. The Headteacher is a trained Norfolk Steps Tutor. In line with the approach, staff agreed on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script* in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe way (see appendix)
- The importance of being proactive in managing children's behaviour ie trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them.
- De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:
 1. Child's name
 2. I can see something has happened
 3. I'm here to help
 4. Talk and I'll listen
 5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calmed down.

Appendix 1: POSITIVE HANDLING POLICY

Staff have agreed to follow the principles of Norfolk Steps regarding handling children in school. These are as follows:

'Guiding and Escorting'

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' just above both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

'Calm Stance'

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI):

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). Staff are trained in these interventions on a needs only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. Training is carried out following an audited need. To support the need for RPI there needs to be an up to date 'Roots and Fruits' for the child along with 'Anxiety mapping'. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint eg to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

Appendix 2: TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to

touch children, and it should also be realised that some children will not want to be touched. Please respect this.

We also have within our behaviour policy, a section on restrictive intervention, please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.