



# MANAGING BEHAVIOUR POSITIVELY 2023-2024

At Pye Bank we have very high expectations of behaviour, and it is vital that learning time is not disrupted by behaviour: whether low level behaviour or more serious incidents. Every school year starts with Ambition weeks when children are reminded of all the routines and systems to support good behaviour. Then each term there is a review assembly.

The key approach to securing outstanding teaching is to teach personal responsibility, using discussion time and supporting children to understand the impact of their behaviours. Our Jigsaw curriculum is important in supporting personal and social development.

**At the heart of our policy are the school's values. There are 5 of these.**



**We encourage pupils to:**

1. Work hard and allow others to learn
2. Show respect and be honest
3. Be kind in words and actions
4. Take part
5. Keep yourself safe, others safe and look after our school

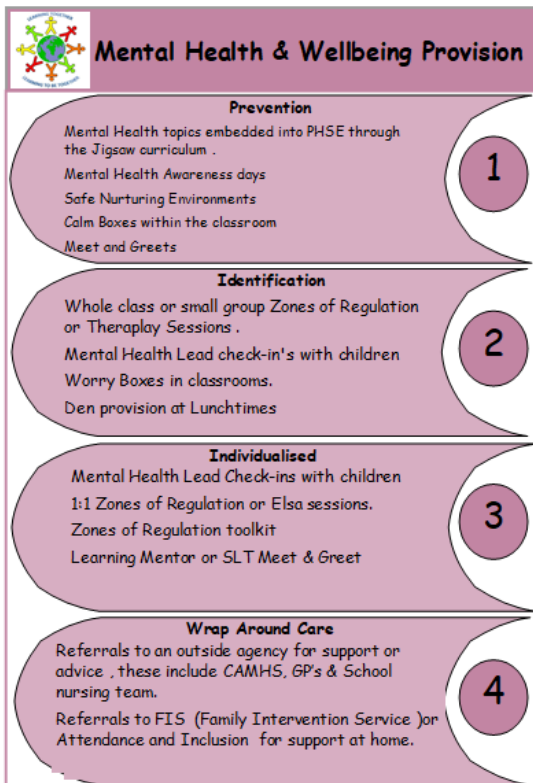
**We believe ALL children can reach the required behaviour standard, but we feel we can support children along the way too.**

## Mental Health and Wellbeing

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the needs of their pupils.

At Pye Bank, it is our aim to promote the welfare of our pupils, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes. Early intervention to identify issues and provide effective support is crucial. Throughout, parents/carers play a crucial role with the development of effective relationships paramount.

The school role in supporting and promoting mental health and wellbeing can be summarised as:



1. **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and well-being of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental well-being through the curriculum and reinforcing this teaching through

school activities and ethos.

2. **Identification:** recognising emerging issues as early and accurately as possible.

3. **Individualised support:** helping pupils to access evidence based early support and interventions.

4. **Wrap around Care:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

**There are 4 key approaches within our policy:**

1. Use of positive language, praise and reward.
2. Warn and Sanction.
3. Readiness for Learning reports
4. Tiered Behaviour System

## 1. USE OF POSITIVE LANGUAGE, PRAISE AND REWARD

**The school feels it is important to recognise good behaviour and effort**

We have four main positive behaviour systems in school:

- a. Recognition boards
- b. Star of the Day
- c. Gold Award
- d. Positive praise and language
- e. Class based rewards when goals are achieved (approximately 1 per term)

### a. Use of Recognition Boards

The aim of recognition boards is to ensure that our pupils are recognised for their good and better behaviour in the classroom and outside. When pupils are demonstrating the behaviour well, their name is written on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction and pursuing the behaviour wanted and reinforcing enthusiastically (*Paul Dix, When the Adults Change, Everything Changes*).

Class recognition boards will focus on one social or learning behaviour, appropriate to the age and needs of the pupils. Examples may include:

|   |                |                            |
|---|----------------|----------------------------|
| One voice (for classes who constantly talk over each other) | Speak politely | Hands and feet to yourself |
|---|----------------|----------------------------|

|                        |                              |                            |
|------------------------|------------------------------|----------------------------|
| Positive peer feedback | Starting tasks straight away | Using resources accurately |
|------------------------|------------------------------|----------------------------|

Even pupils who have received a private sanction can be recognised demonstrating positive behaviours. One doesn't cancel out the other. **Once a recognition has been made, it can never be removed.**

Recognition boards do not prevent dealing robustly with poor behaviour. We work on a principle of: **'Publicly praise and privately challenge'**.

At the end of a session, the board is cleared, and a fresh start is given.

### b. Star of the Day

At the end of each day one child is awarded the star of the day. This is presented by the teacher/adult leading the session. The child is given the Star of the Day certificate to share with their parents/carers.

### c. Gold Award

Gold awards are given in Gold Award Assembly on a Friday. The awards should be well earned but should also be fairly distributed across the year. The teacher records the name of the children awarded each week in their own records.

### d. Use of praise and positive language to promote excellent behaviours

**Our ethos:** Our approach is centred on the use of positive language and the language of choice. We explain when children have made the right choices and when addressing behaviours not at a high standard, we reference the wrong choice. We show disappointment at the behaviour rather than the child.

**Praise** has a reinforcing and motivational role. It helps children believe they are valued.

- Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to the group; it can be earned for the steady maintenance of good standards as well as for particular achievements.
- Children are recognised for displaying behaviours linked to the school values. Values tokens are awarded to individuals. These are then added to the whole school totalisers displayed in the Lavender Field.
- Giving a reason for praise is vital. I like the way that .... It can refer to behaviour and learning effort (Referring to the behaviour code and golden rules)
- Children can be sent to the Head Teacher, Deputy Head Teacher or Assistant Head Teachers with work. Children need to be accompanied by an adult and only in small groups.
- The use of Dojo to provide praise and recognition is encouraged. This is very much valued by parents/carers

### e. Class based rewards

Within individual classes, teachers can agree a whole class reward system with their class in recognition of their learning and learning behaviours e.g. marbles in a jar. Class teachers can then arrange a whole class 'Treat Time' minimum 1 per term. E.g. film afternoon.

## 2. WARN AND SANCTION

**WARN** **SANCTION:**

School will have clear expectations of what are **reasonable behaviours** to be expected from children. It is essential that all staff agree and follow these whilst encouraging the measures within their classes.

Children are expected to show good behaviour and follow the class and school rules at all times. It is important not to let the little things go. There are a small number of children who may need slight adjustment to the WARN SANCTION procedures. Discrete reminders can be given prior to a WARN for children who struggle with behaviour. If a member of staff feels a child is showing persistent disruption they may fall beyond a system (Beyond Children) and should be discussed in a timely way with a member of the Inclusion Team to support improvement. This can be done by completing a Cause for Concern form.

#### **STEP 1 WARN:**

- Explain to the child, quietly and discretely, if possible, that if the inappropriate behaviour (identify) continues they will lose 5 minutes of their playtime to pay back learning time lost and can possibly lead to Buddy Class with Reflection Time.
- Remind children of desired behaviour.
- Warns should lead to an improvement in behaviour.
- De-escalation, the language of choice and non-confrontational responses is at the heart of what we do here, linked to the Zones of Regulation and supporting of pupil's emotional wellbeing.
- Staff supervising break times can also use a warn that children be given Time Out and that they will need to stand with an adult for 5 minutes.

#### **STEP 2 SANCTION:**

- Lower level behaviours which continue after a warn lead to a sanction.

### **Available Sanctions**

#### **Sanction 1**

- **Loss of 5 minutes of playtime:** This sanction is used to ensure children understand that there is a consequence to their behaviour and that lost learning time needs to be repaid. If a child is losing any playtime, it is the responsibility of the adults to support this. If it is wet playtime, the child can have their loss of time at their individual table or time out table.

**If behaviour continues after one sanction is given move to the next step.**

#### **Sanction 2**

- **Behaviour continues and child is given time in Buddy Class for reflection-** A set amount of time in Buddy Class (up to ten minutes for lower level disruption). During this time, they will complete a reflection activity. At the end of the time, if the child is ready to learn, they return to class where a check in is made with Teacher/Teaching Assistant.

A child may need longer in Buddy Class. If that is the case, a teacher should send the child with independent work – either continuing the work being carried out in class or something independent which is pre prepared/appropriate. All teachers should have four buddy class packs available (at two levels for all children to access). As Buddy Class is within the same year group, it may be appropriate for the child to join in with the main lesson taking place.

**For more serious incidents or refusal, a member of Inclusion Team or SLT should be called.**

If sending or receiving children to Buddy Class, the behaviour of the adults is key to its success. The situation should be non-confrontational, non-judgemental and low key. Acknowledge the child using non-verbal communication and direct to the appropriate place in class. The aim is to limit any additional attention, giving the child every chance to reflect and prepare themselves to return to class.

**Positive time out can be given to avoid increasing triggers at any point in the system.**

If a child is calm and ready to learn after time out or an incident the aim will usually be to reintegrate quickly back into learning, unless an incident has included higher level behaviours: swearing, rudeness, physical aggression, threats and more serious non-conforming.

**NO CHILD SHOULD DISRUPT THE LEARNING OF CHILDREN IN A BUDDY CLASS. IF THIS HAPPENS, IT IS REPORTED TO SLT/INCLUSION TEAM WHO WILL SPEAK TO THE CHILD AND PARENTS/CARERS.**

**Children who need to go to buddy class, will need to be sent to the other class within the same year group.**

**For children not showing good behaviour, or who regularly lose playtime or receive time out, a discussion should take place quickly between the class teacher and the parents/carers. Teachers can also discuss this with phase leaders in order to bring about quick improvement.**

**AT THE END OF THE SCHOOL DAY ANY CHILD GOING TO BUDDY CLASS IS RECORDED ON THE BEHAVIOUR TRACKING LOG SHEET AND IS COLLECTED BY THE INCLUSION TEAM AT THE END OF EACH WEEK.**

- The main management of behaviour in the classroom will fall within the behaviour policy that must be followed consistently by all staff. If support is required for higher-level behaviour or refusal to comply with the policy, no child is sent to the Inclusion Team or SLT, without a member of staff. If a member staff is not available, a child is sent for a member of the Inclusion Team or SLT member.
- If a child refuses to take time out but does not disrupt learning, this can then be dealt with at break time. However, if this is not an option, state clearly to the child that if they did not make the right choice to follow the instruction, they would need to see Mrs Kurcewicz, Mrs Stacey or Debbie Maskrey.
- If SLT or the Inclusion Team members are involved with a child, feedback will be given at the earliest opportunity.

### SUMMARY OF SANCTIONS

| WARN                          |   | ACTION   |
|-------------------------------|---|--|
| <b>SANCTION 1</b>             | 5 minutes removed from playtime.  | Recorded on behaviour log in class including reason for loss on the reverse side.  |
| <b>SANCTION 2</b>             | <ul style="list-style-type: none"> <li>- Up to 10 minutes of Buddy Class</li> <li>- Remainder of the session in Buddy Class</li> <li>- Work to be provided</li> </ul> | <p>Recorded on behaviour log in class including reason for loss on the reverse side.</p> <p>If persistently losing time class teacher to speak to parent/carer either at end of day or by phone. Note on behaviour log made.</p> |
| <b>ESCALATION OF SANCTION</b> | Above 1 full session in Buddy class, discussion with Inclusion Team or SLT member.  | <p>Recorded on behaviour log in class including reason for loss on the reverse side.</p> <p>Class teacher to contact parent/carer at the end of the day. Note on behaviour log made.</p>   |
| <b>SERIOUS INCIDENT</b>       | Reported to SLT member to decide on next steps.   | Recorded by SLT member on CPOMS<br>Inclusion Team member or SLT member to contact parents/carers.  |

### 3. HALF TERM READINESS FOR LEARNING REPORTS

Each half term the school sends home a Readiness for Learning report for every child. This enables parents to see how their child is doing in terms of their attendance, behaviour and effort.

|                         | Attendance                  | Behaviour |  | Effort |  |
|-------------------------|-----------------------------|-----------|--|--------|--|
| 4= Exceptional          | Attendance is 99% or higher |           | Exemplary behaviour shown at all times. Your child is a role model to others.                                |        | High level of effort every session, every day. Your child always contributes to lessons. |
| 3= Good                 | Attendance is 96% or higher |           | Good behaviour shown throughout the day.   |        | Good effort every session, every day. Your child contributes to lessons                  |
| 2= Room for Improvement | Attendance is below 96%     |           | Sometimes shows behaviour, which disrupts their own learning and sometimes the learning of others.           |        | Effort is sometimes good but not always consistently applied                             |
| 1= Cause for Concern    | Attendance is below 90%     |           | Poor Behaviour within class and other times, which is impacting on their learning and the learning of others |        | Poor level of effort leading to limited learning and achievement.                        |

The grades awarded are collated and analysed for individuals and for the school as a whole. Actions are set by the Targeted Support Team.

#### 4. TIERED BEHAVIOUR SYSTEM

This involves using the analysed data to identify individual children who may be slipping 'beyond' the system. Actions are identified for these children and may involve support from the Inclusion Team, alongside a range of strategies being used within the class, such as a one page profile, a reward chart, workstations, chunked lessons, visual timetables, home school link book etc.

***The Inclusion Team are there to support the 'beyond' children. If staff are concerned about a child, they complete a cause for concern form and speak to Stephanie Stacey or Debbie Maskrey. Guidance and advice will be given and actions and next steps are agreed where appropriate.*** This might involve the use of the tiered behaviour system that includes: behaviour report cards, behaviour contracts and/or Individual Behaviour Plans. All of these systems would be set up in partnership with the staff directly involved, Deborah Maskrey or the SLT and parents/carers. No staff member will need to manage these strategies alone. To support the successful implementation of these strategies, all staff involved need to take a proactive and positive approach to the day-to-day running of these.

**THE MAIN PRIORITY FOR OUR BEHAVIOUR SYSTEM IS TO BE SIMPLE, HIGHLY EFFECTIVE AND CONSISTENT SO THAT PUPILS AND FAMILIES HAVE TRUST IN THE SYSTEM.**

#### INCIDENTS BEYONDS

- It is important that expectations **remain very high**. All children will begin the school year within the whole school system for managing behaviour positively. However, it will be vital that we immediately intervene and respond to more serious incidents.

**Serious/Unacceptable Behaviour would include:** Fighting, alleged/suspected bullying, deliberate physical harm to another child or adult, swearing, non-conforming, deliberate damage to property, racist incidents and rudeness to adults.

*Serious/unacceptable behaviour may be at a lower level but persistent overtime.*

- All of these incidents need to have involvement from Debbie Maskrey, the Inclusion Team or the SLT. It is important that a tiered response is used.
- Fighting, physical harm and racist incidents would always need to involve SLT.** It is important that these incidents are recorded on CPOMS. This will be done by the senior member of staff but those involved may be asked to record what took place.
- If the behaviour is beyond a one off serious incident, a team approach, involving teachers and teaching assistants will always be taken in order to resolve situations and improve behaviour longer term.

- If a serious incident takes place in the classroom immediately send for a member of SLT, or Inclusion Team.
- Regardless of sanctions used, **ALL** serious incidents will be discussed with parents/carers.
- Some serious incidents, particularly physical aggression, are likely to lead to internal/fixed term suspension, with a reintegration plan to support a child on their return.

**FOLLOWING SERIOUS INCIDENTS follow up strategies will be considered: such as one to one pastoral support, Zones of Regulation, small group support, Theraplay, positive behaviour record cards, home school diaries, behaviour contracts, report, individualised provision etc.**

All serious incidents are recorded on CPOMS by the member of SLT dealing with the incident. They are recorded using the following headings:

- Location in school:
- Adults dealing with the incident:
- Adults involved with the incident:
- Children involved:
- What took place:
- Description of the incident:
- Consequences and follow up actions:







