

BISHOP JOHN ROBINSON CHURCH OF ENGLAND
PRIMARY SCHOOL



Positive Behaviour Policy

Be the best we can;

Join in learning, play and prayer,

Remember God's Word.

Implemented	September 2018
Presented by	Head Teacher
Ratified by Governors	
Reviewed	September 2019
Next Review	September 2020

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this we;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way he should go, And when he is old he will not depart from it"* Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be shared with governors through regular leadership reports. This will include the number of exclusions and incidents reported. This information will also be shared with staff when reviewing the policy.

ETHOS: The Positive Behaviour Policy at Bishop John Robinson is a statement of good practice that covers all aspects of our school and contributes to the development and maintenance of good behaviour and a positive relationships based on our core values of **Trust, Compassion and Forgiveness**. All members of the school are expected to maintain an atmosphere conducive to learning with courtesy and mutual respect as basic requirements.

AIMS of the policy

- ✓ To help provide a nurturing school environment in order to facilitate effective learning, teaching and play based on mutual respect and positive relationships
- ✓ To implement recommendations from the EEF Guidance report 'Improving Behaviour in Schools' (2019)
- ✓ To support staff to promote positive behaviour and give guidance for managing behaviour
- ✓ To reflect the Vision and Christian values set out in the mission statement
- ✓ To encourage positive approaches to Social, Emotional and Mental health (SEMH)
- ✓ To encourage adherence to the 6 principles of nurture

Christian Values: As a Church School we promote Christian Values as a way of supporting behaviour. Each month, the theme for Collective Worship is based around a Christian Value. Children are rewarded (see Well Done Certificates) for overtly displaying these values. Adult conversations around behaviour should - where possible - reflect the Christian Values of the school. For example, talking about FORGIVENESS when children are in conflict. The **Collective Worship Values Planner** sets out which value is being studied each month. A typical year looks like this;

Collective Worship Christian Values					
Autumn		Spring		Summer	
September	Compassion (core value)	January	Forgiveness (core value)	May	Trust (core value)
October	Thankfulness	February	Justice	June	Respect
November	Generosity	March	Friendship	July	Wisdom
December	Christmas	April	Holy Week		

6 Principles of Nurture: Alongside our Christian Values are the following principles of nurture on which this behaviour policy is based.

1. Children's learning is understood developmentally	2. Language is understood as a vital means of communication.
3. The classroom/school offers a safe base.	4. All behaviour is communication.
5. Nurture is important for the development of self-esteem.	6. Transitions are significant in the lives of children.

Education Endowment Foundation (EEF): Improving Behaviour in Schools: This policy has also been developed alongside this report which gives 6 recommendations;

1. Know and understand your pupils and their influences	2. Use simple approaches as part of your regular routine
3. Teach learning behaviours alongside managing behaviour	4. Use targeted approaches to meet the needs of individuals in your school
5. Use classroom management strategies to support good classroom behaviour	6. Consistency is key

Related School Policies:

SEN Policy	Safeguarding Policy	Collective worship Policy
Anti-Bullying Policy	Health and Safety Policy	Positive Approaches for SEMH
PSHE policy	Relationships Education Policy	Positive Handling

Related Legislation

SEND Code of Practice (2015)	Equality Act (2010)	Behaviour and Discipline in Schools (2016)
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Whole school- graduated approach to SEMH and positive behaviour in school: At BJR, we aim to support children's behavioural needs in a similar way in which we support their learning needs. Not all behaviour is a matter of choice. Adverse Childhood experiences (ACEs), developmental and environmental factors and other risk factors can affect children's ability to concentrate a school for short or longer periods of time. These may include:

Lack of sleep/food	Housing issues	Parental/family difficulties
Attachment problems	Social/friendship issues	Emotional responses
Bullying	Poverty	Undiagnosed social/communication difficulties
Heat/cold	Noise	Bereavement or separation

'Risk factors' affecting mental health in schools outlined in the EEF report include;

Bullying	Discrimination	Breakdown in or lack of friendships
Peer influences	Peer pressure	Poor pupil to teacher/staff relationships

If **'all behaviour is communication'** then, potential contributing factors toward behaviour should be investigated and taken into account if children display behaviour difficulties. A graphical representation can be found in Appendix 8. This was developed with reference to the SEM Pathway found in the appendices of Positive Approaches for SEMH (RBG 2019).

Tier	Who	What
1	Majority of children who manage in mainstream classroom with the school behaviour policy.	Quality First Teaching. Creative and Innovative curriculum. Safe relationships. Regular PSHE and relationships education. Fair and consistent approach to behaviour including rewards and consequences. Well-resourced playtimes.
2	Some children who manage in mainstream classroom with the school behaviour policy e.g. report card	Good home-school links. Regular monitoring in class, early intervention (Assess - Plan - Do), positive reinforcement of behaviour policy with natural consequences and achievable goals.
3	Small number of children who manage in mainstream class, but who need extra support.	Weekly SEMH intervention 1x30 min with clear targets communicated to child and parents. Additional playground support/restriction where needed. Identification of needs through Strengths and Difficulties questionnaire or Boxall Profile.
4	Small number of children who manage in mainstream class, but who need a higher level of extra support.	ELSA 1hr per week. Increased home-school links. OR Wisdom in reach AND/OR Referral to outside agency: Waterside outreach/ PSP/EHA/EP/CAMHs/ Community Paediatrics/Speech and Language/KPLC/EHCP to prevent further behaviour difficulties
5	Very small number of children who do not manage in mainstream class	Respectfulness Class full or part time with weekly meetings with parents to review progress toward returning to mainstream class OR Wisdom full or part time Continued work with outside agencies where necessary

Respectfulness Class is the name for our Nurture style provision at BJR. This is led by our Emotional Literacy Support Assistant (ELSA) and sported by an LSA.

Wisdom Room is the name for the Special Educational Needs provision at BJR. This is led by a qualified teacher and supported by LSAs.

Golden Behaviour Rules

At Bishop John Robinson we encourage everyone to try to follow our Golden Behaviour Rules:

Try your best Be a good sport Be honest Treat everyone as you want to be treated Keep your hands, feet and objects to yourself and use kind words	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
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Rule	Reason
Try your best	This links to the vision for children to be the Best they can in order to have best possible start in life and to make the most of the gifts God has given. This means trying your best in ALL aspects of school life.
Be a good sport	This links to the school vision for children to 'join in learning, and play' which is essential for everyone's social and emotional development. Being a good sport means children are encouraged to play and learn with a sense of fairness, justice and humility.
Be honest	This links to the school vision 'Remember God's Word'. For example, 4:25 ' <i>Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body.</i> ' Children are encouraged to be honest to promote good relationships.
Treat everyone as you want to be treated	This golden rule is paraphrased directly from Matthew 7:12 and is repeated in most world religions.
Keep your hands, feet and objects to yourself and use kind words	To enable children to 'Treat everyone as you want to be treated' it is essential to help children understand physical boundaries. This rule also relates to how we teach children to resolve conflict.

Unacceptable behaviours

While staff aim to try to understand and support children having difficulty managing behaviour, there are a number of behaviours that, despite a child's circumstances, are unacceptable. Unacceptable behaviours are those which cause harm to self, others or property. Unacceptable behaviours include:

- Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language)
- Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects)
- Other disruptive behaviour (eg refusal, shouting out, name calling, swearing)

Making everyone aware

This policy will be reviewed and shared with all staff on an annual basis through INSET and Staff training. Staff, volunteers and students joining the school midyear will be given a copy of this policy as part of induction. Each start of a new school year, children will be reminded of school rules in Collective Worship and in class through PSHE lessons. Extra Collective Worship or **PSHE sessions** on behaviour will also be added when needed.

Staff Behaviour: All staff have a responsibility for promoting and motivating positive behaviour in children through supportive relationships (EEF Recommendation 1) **Strategies staff should be using to motivating positive behaviour include;**

Staff should:	Do this by:
Develop good relationships with children	<ul style="list-style-type: none"> • Give time to children <ul style="list-style-type: none"> • Aim for a 5:1 ratio of praise to criticism • Listen to them and let them talk through problems • Investigate incidents and let children have the opportunity to be heard • Play with them in the playground • Talk to them, ask them about their day/weekend • Show an interest in all children (especially 'shy and invisibles') • Catch them being good and award Dojo points
Be a role model for behaviour	<ul style="list-style-type: none"> • Dress smartly • Use positive language • Keep calm • Be polite and respectful • Be fair and be seen to be fair
Involve children in helping each other	<ul style="list-style-type: none"> • Encourage the use of TAG • Support the play leaders in the playground • Support student council (e.g. give time in class for this)
Show respect for students and expect respect from students	<ul style="list-style-type: none"> • Insist on good manners • Be consistent and do what you say (do NOT make idle promises or threats) • If a child apologues, accept this in good faith and move on
Act in a calm manner	<ul style="list-style-type: none"> • Model empathy • Take children away from stressful situations or where people are watching • Anticipate and prevent problems • Use de-escalation techniques <ul style="list-style-type: none"> • Offer options that can be fulfilled • Try to reassure
Use positive language	<ul style="list-style-type: none"> • Greet students - as they enter school, when you do the register, saying goodbye at the end of the day • Use positive instructions ('Walking please' as opposed to Do not run) • Use descriptive and genuine praise • Ensure when dealing with behaviour you are addressing the behaviour not targeting the child • Use individual, quiet close talk with a pupil when they need redirecting • Use a raised voice strategically and sparingly • Do NOT shout • Complement students
Communicate with parents	<ul style="list-style-type: none"> • Keep parents informed of positive and negative behaviour on a regular basis • Inform parents if a child has been sent out of a room or missed playtime • Support use of strategies such as behaviour charts to encourage positive behaviour • Find effective ways to communicate if parents are not regularly at school

Teaching learning behaviours alongside managing misbehaviour. This recommendation from the EEF is actively facilitated at BJR in the following ways:

- Weekly Personal, Social, Health and Relationships lessons delivered through the **PATHS programme**
- The **Collective Worship** programme (see above) related to Christian Values
- **Resolving Conflict: TAG** Children are also encouraged to deal with conflict using the TAG acronym. If somebody does something you are not happy with you:
 - Tell them how you feel.
 - Ask them to stop doing it.
 - Get an adult to help
- **Expectation of behaviour at BJR;** each class should review the 'Expectations of behaviour' at the beginning of the Term. These should also be on display in classrooms and around the school. A full list of these can be found in **Appendix 6**
- **Good to be Green Scheme : The Good to be Green scheme provides:**
 - ✓ A consistent and fair approach to behaviour management;
 - ✓ A clear systems to reward good behaviour and consequences for inappropriate behaviour;
 - ✓ A system that allows children to take ownership of their behaviour and their rewards.**Good to be Green principles:**
 - ✓ Each day is a new day.
 - ✓ Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
 - ✓ Children know that there are consequences when making inappropriate behaviour choices

REWARDS. The EEF recommend the use of classroom management strategies to support pupil behaviour. At BJR, we want children to be intrinsically motivated to achieve and also believe that children should be rewarded for following the Golden Rules. Children are rewarded with;

1. **Dojo points (Using the online 'Class Dojo resource)**
2. **Well Done Certificates**
3. **Head Teacher Awards**
4. **Head Teacher tea-party**

Dojo Points

Pupils will be awarded Dojo Points on a daily basis for demonstrating our school rules and values:

Behaving well	Keeping hands feet and objects to themselves
Being honest	Staying on task (perseverance)
Being a good sport	Trying your best (Particularly good work)
Being helpful or kind	Demonstrating one of our school values
Completion of homework	Keeping hands feet and objects to themselves

At the beginning of the year, parents will be invited to log in to Class Dojo so that they can follow their child's behaviour.

Dojo points should be applied consistently across the school

- **Any member of staff may award dojo points**
- **Children should receive a maximum of 1 dojo points at any one time**
- **Children should be receiving dojo points regularly**

Children collect Dojo points for the following rewards;

To earn a Head Teacher Award

- Each week, the pupil in class who has earned the highest number of dojo points will be recognised in Friday's Collective Worship. This child is then recognised as 'Star of the Week' and added to the school website
 - Teachers will be asked to send the names of the top three children with the most points and the scores to the DHT by Friday lunch time
- Each week, children earn Dojo points to receive a Head Teacher Award. This Award is given to the 3 pupils in the school with the highest amount of Dojo points that week and will be presented in our Friday Collective Worship.

To add points for their Class

- After lunch on Friday afternoons, Dojo points will be collated and the class with the highest points will be Awarded on Friday Sharing Assembly.
- The class with the most points will be awarded extra playtime the following week

"Well Done" Certificates

- These are presented to a child for displaying behaviour consistent with the specific Christian Value for that month. The certificate will specify what is being recognised. These will be presented in our Friday Collective Worship
 - Teachers should complete these certificates by Friday lunch time

Sent to Head Teacher for Praise

- Staff wishing to reward children for particularly impressive pieces of work or effort may send the child, with the work, along to the Head or Deputy. The work will be added to a display and the children will receive a sticker in recognition. A copy of the work will also be sent home.

Head Teacher's Tea Party

- To reward those children who are regularly behaving well and trying hard, teachers will have the opportunity once per $\frac{1}{2}$ term to nominate children to visit the Head or Deputy to celebrate their achievements.

Behaviour Consequences

At BJR we use the language of 'consequence' rather than 'punishment'. Punishments are about making children suffer for their mistakes. Consequences focus on teaching children how to do better in the future. Our children have a right to expect natural, fair and consistently applied consequences for poor behaviour. An appropriate or natural consequence is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to 'punish' whole groups for the misdemeanours of a few. Any member of staff who witnesses poor behaviour has a duty to investigate the behaviour and to administer (and more importantly, follow up on) the appropriate consequence regardless. The staff member should inform the class teacher when this happens.

Before choosing a consequence, staff must consider whether or not good behaviour has been encouraged (see P5) AND that all tier 1 aspects are in place (P4).

Consequences for poor behaviour:

Verbal reminder	Moved seat	Removal of privilege	Time out in class
Some playtime to finish work missed	Time out in another class	Communication with parent	Tidying up mess created by poor behaviour
Time out with SLT	Lunch or playtime with SLT	Internal exclusion	External exclusion

Monitoring of Behaviour: Early intervention: If staff notice regular patterns of poor behaviour in class they should inform a member of the leadership team and monitor the behaviour for 2 weeks - recording incidents on CPOMS. This period should be discussed with the child and where possible, the reasons for the behaviour investigated (see P4). At the end of the two week period, a meeting with parents and a member of the leadership team should be held to discuss further support for improving behaviour and prevent further behaviour difficulties.

- All red and yellow cards must be logged electronically using CPOMS
- Pupils behaviour will be monitored regularly by Phase Leaders
- Children who are sent to Phase Leaders and/or Headteacher/Deputy Headteacher should be followed up using the Post Incident Log - which is regularly monitored by Phase Leaders.
- **Phase leaders have responsibility for monitoring consistent approach to behaviour and should report any inconsistencies to SLT**

Sending children out of class (tier 2): If children's behaviour begins to challenge with continued low level disruption, refusal to work, deliberate disruption to others or staring to become physical, some time out in another classroom may be needed to defuse the situation. Usually, this is the partner class;

Y6 ↔ Y5

Y4 ↔ Y3

Y2 ↔ Y1

Reception ↔ Y1

If the partner class is out at this time, then the children should go to the Phase Leader's classroom. Children being sent out should go with a timer and some work to complete. The receiving teacher should not intervene but simply give the child a space to work in and remind them to leave when the time is up.

The class teacher should make time to meet with parents to discuss the behaviour with a view to improving it. These incidents should be logged on CPOMS.

Sending children out of class (tier 3): If children's behaviour becomes serious with unacceptable, aggressive behaviour or physically disruptive behaviour, the child should spend time with the phase leader. The child will complete a Post Incident Log with the Phase Leader/SLT (Playtime or Lunchtime detention) and a letter is sent home to parent. **The phase leader should** make time to meet with parents to discuss the behaviour with a view to improving it. These incidents should be logged on CPOMS.

Very serious behaviour (tier 4 and 5): Should a child's behaviour become a serious concern, including; unacceptable behaviour, aggressive behaviour, physically disruptive behaviour, a member of SLT should be called for. An internal exclusion is likely to be put in place at this stage to give time for the child to be away from the classroom. The member of SLT will contact the parents and a behaviour chart will be put into place to support the child to improve.

Playtime Detention: Missing playtime as a sanction should only be used rarely or for serious or continued challenging behaviour resulting in loss of learning. If playtime is to be missed, the following should always be considered;

1. How will parents be informed of missed playtime?
2. When will this be recorded on CPOMS?
3. Who will supervise playtime detention?
4. Is the detention fitting for the behaviour?
5. Have tasks been appropriately differentiated to allow for all learners to finish? (some children will always take longer than others)
6. Has the behaviour policy been followed?
7. What will the child be doing during the detention?

Support for poor behaviour: While poor behaviour will have the consequences mentioned above, each 'tier' will also come with a package of support to help the child improve the behaviour in future. A guide to consequences and support is included in the pages below.

Use of Physical (reasonable) force: Use of physical force should only be used in exceptional circumstances when a child is at risk of harming self or others. Staff will receive training in APPROACH techniques to safely and positively move children where necessary. Use of 'holds' or 'restraint' should be logged in the bound/numbered book. Refer to the Positive Handling Policy for more information. It is unlawful for physical force to be used as a punishment or consequence for behaviour in school.

Behaviour management in the Early Years

- The Early Years have clear and consistent visual rules across both nursery and reception class, which have been formed both by staff members and the children.
- Children are praised for their efforts and achievements both verbally and through the use of positive incentives including stickers, reward charts and prizes.
- The Early year's team use a colour coded behaviour system. All children will begin each day on green which is recognised as good, if a child displays challenging behaviour they will be given one verbal warning first, if the behaviour continues they will be moved onto yellow and will have "thinking time" in the classroom. If the challenging behaviour still continues the child will then be moved onto orange, and "thinking time" will take place in another classroom. If the behaviour is still persistent the child will be moved onto red and be sent to the Key Stage Leader.

Behaviour management in the Wisdom Room

- All children accessing Wisdom Room have their own Personal Behaviour Plan (PBP)
- Children in Wisdom do not follow the 'Good to be Green' card system
- Positive behaviour management principles are followed as per the school policy
- Should the behaviour plan not work, then the Deputy Head Teacher will supervise Time Out

Behaviour management in Respectfulness Class

- Children accessing respectfulness class are likely to need a very specific and individualised form of behaviour management. This will be informed by observation and assessment.
- Rewards and consequences will be managed by the Emotional Literacy Support Assistant (ELSA) in collaboration with the SENDCo
- Support from SLT should be sought if behaviour in Respectfulness Class is becoming or is likely to be dangerous
- If children unable to manage behaviour with this level of support, advice will be sought from the Local Authority (LA) as to the best way to support the child (see P14 on Exclusions)

Behaviour Consequences

Tier 1	Tier 2		Tier 3	Tier 4	Tier 5
Low level Disruption	Beginning to Challenge		Serious	Very Serious	Extremely Serious
Talking Getting out of seat Making noises	Continued low level disruption Refusal to work Deliberate disruption to others Staring to become physical		Unacceptable behaviour Aggressive behaviour Physically disruptive behaviour	Repeated unacceptable behaviour	Extreme danger or violence Very serious/ persistent challenge to authority Dangerous/ physical abuse towards staff or pupils
ACTION: Staff try to find reasons for the behaviour and make allowances/adjustments. Positive reminder Praise someone making the right choice Green card turned on its side (if appropriate)	ACTION: Card is turned yellow Time out in class Consider playtime to finish work	ACTION: Yellow card turned on its side. Child goes for time out in partner class. The receiving teacher should find a place for the child to sit quietly for 5 minutes and then send them back to class Class Teachers records on CPOMS and parents	ACTION: Card is turned red Child goes for time out with Phase leader Pupil will complete Post Incident Log with Phase Leader/SLT (Playtime or Lunchtime detention) Letter goes home to parent sent by Phase Leader/SLT must record this on CPOMS	ACTION: Phase Leader sends pupil to Headteacher/ Deputy Headteacher Parents are spoken to in a meeting with HT/DHT Pupil will complete Post Incident Log with HT/DHT Internal exclusion/behaviour chart HT/DHT must record this on CPOMS	ACTION: Parents are spoken to in a meeting with HT/DHT Pupil has a report card/Behaviour chart Pupil will complete Post Incident Log with HT/DHT if not already completed (Playtime or Lunchtime detention) HT/DHT must record this on CPOMS
Support: In class	Support: Consider monitoring behaviour over 2 week period Assess-Plan-Do	Support: If this is happening regularly, inform member of leadership team for support, monitoring , Assess-Plan-Do	Support: Weekly SEMH intervention 1x30 min with clear targets communicated to child and parents. Additional playground support/restriction where needed. Identification of needs through SDQ or Boxall	Support: ELSA 1hr per week. Increased home-school links. OR Wisdom in reach AND/OR Referral to outside agency for PBP/PSP to prevent further behaviour difficulties	Support Respectfulness Class full or part time with weekly meetings with parents to review progress toward returning to mainstream class OR Wisdom full or part time Continued work with outside agencies where necessary



Rewards

Green Behaviour							
Behaviour	Getting on well in class - following school and class rules	Behaving well Being honest Being a good sport Being helpful or kind Completion of homework	Excellent piece of work	Showing the Christian Value of the month	Exemplary behaviour over time	Whole Class Excellent lining up and walking to class	Whole Class Earned Most Dojo points in a week / Particularly Good week in school
Reward	Praise from teacher	Dojo points	Sent to Head Teacher for praise and reward	Certificate	Head Teacher tea party (once per $\frac{1}{2}$ term)	Dojo points for whole class	Extra playtime/class treat

Additional Behavioural Support will include:

2 week monitoring leading to Assess-plan-do

- This early intervention/monitoring should be put in place when patterns of poor behaviour are noticed
- This should be discussed with the leadership team and the child 1st
- Records of dates and times of incidents should be accurately recorded
- At the end of the two week period, the teacher, child and member of the leadership team should meet to plan how to improve behaviour in coming weeks

School Report (appendix 3)

- Typically a weekly reward chart in which specific positive and negative behaviours are identified and responded to
- Clear rewards and sanctions will be discussed with the child and often with the class teacher and parent
- The child will typically report to a member of SLT to receive feedback on their behaviour (eg in that session)
- Typically, parents will be invited into school to discuss and monitor behaviour
- Rewards and consequences at home may also be discussed
- These will usually last for $\frac{1}{2}$ a term but can last longer
- Example school report in appendix
- A Boxall profile or similar analytical tool may be used to help find causes of behaviour and possible supportive strategies

PBP (Personal Behaviour Plan) Appendix 4

- If the report is ineffective (or would be deemed to be so), with the support of external agencies (eg SEN, Waterside, EP, SALT) a plan is established which attempts to identify triggers, proactive strategies and reactive strategies (eg team teach) in managing and changing behaviours
- The school SENCO is typically involved in SBP and is a working document which should be reviewed regularly
- See example in appendix

In school interventions

- This will involve the pupil working 1-1 or in groups on a specified behaviour intervention support programme.

Referral to Waterside Outreach

- This involves external behavioural specialists coming in to school to set targets and work with the pupils once or twice a week for a fixed period of time.

PSP (Pastoral Support Plan)

- This involves support from the Local Authority in setting small and achievable targets
- Typically the LA will meet with the parent and any other professionals involved
- The school SENCO will typically lead on the PSP

In addition to this, the following may be considered:

- **TAC (Team around the Child).** A TAC will be called when it is deemed necessary to bring multiple professionals involved with child together to discuss the needs of a child. Professionals typically involved in a TAC are; EP, School Nurse (must be invited to all TACs), SALT, ASD outreach, Waterside Outreach, CAMHS, Parents, Class teacher
- **Boxall Profile** for individuals, groups or whole classes.

EHA (Early Help Assessment)

- An Early Help assessment will be made when concerns are raised about family circumstances outside of school which would not meet the threshold for social services involvement.
- These are made with parental agreement
- These can signpost parents to various supportive services

SEN code of Practice

If it is likely that the child's behaviour is a result of Special Educational Needs, then the SEN code of practice takes precedent over this policy. The school has a statutory duty to meet the needs all pupils. This need may be met in-class or through the Wisdom Room provision.

Internal, fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. In particular, when a child's actions put themselves or others at risk of harm. Only the head teacher has the authority to exclude a child from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The head teacher informs the LEA and the governing body about any exclusion. **More about exclusions can be found in appendix 5.**

Internal exclusion	Usually for $\frac{1}{2}$ day or full day if a child's behaviour reaches tier 4 or 5
External fixed term exclusion	Used as a last resort following support offered from Tier 1-5 and internal exclusions. Purpose of external exclusions to evaluate provision for the child. The child will be given work to complete and the parent may contact the class teacher if needed. While out of school, senior leaders will work with outside agencies to consider further support which will be discussed at an integration meeting following the exclusion. Parents will also be offered support from school or outside agencies eg Early Help. External exclusions may be 1 day or several days depending on the behaviour. After the 6 th day (within the year) the child must attend the 6 day provision at Waterside.
Fair Access Panel	If the needs of the child are not being met by the school, a referral to the Fair Access Panel may be considered. This may be for additional inclusion support, time at the Kidbrooke Park Learning Centre (KPLC) or a managed move to another school.
Permanent exclusion	It is very rare for a primary aged child to be permanently excluded from school especially in Greenwich. Staff at BJR are committed to avoid this.

Pupil Voice - School Council:

Playground and classroom behaviour will be a regular agenda item for the School Council who will share the views of children to help improve behaviour and raise problems should they occur. School council will also be invited into decision making processes regarding rewards and sanctions. School council will report to their classes and to the whole school through collective worship.

Appendix 1: Red card notification letter (only issued by a member of the Leadership team)



Bishop John Robinson Church of England Primary School
Red Card Notification Letter

Date: Staff Member issuing the red card:

Dear Parent in Year

At Bishop John Robinson, we expect the highest standards of behaviour from all of our children. It is therefore with regret that I have to inform you that your child received a **Red Card** for behaviour today.

As part of our behaviour policy, all children start the day on a **Green Card** and continue to stay on green while they are following the school's Golden Rules;

- Try your best
- Be a good sport
- Be honest
- Treat everyone as we wish to be treated
- Keep hands, feet and objects to yourself and use kind words

We encourage children to make appropriate choices about their behaviour. Good choices always lead to praise and rewards, however bad choices have consequences. **Red Cards** are given for one of two possible reasons: (1) If a child persists in making the wrong choices with their behaviour despite reminders and warnings from adults, or (2) If they have chosen particularly disruptive behaviour such as: fighting, swearing, damaging school property, blatant refusal or name calling.

*On this occasion received a **Red Card***

It would be most helpful if you could discuss this matter with your child in order to help them make better choices in the future. It might also be helpful to speak with the class teacher or myself if necessary. At Bishop John Robinson, we value **forgiveness** and begin each day anew. However, more behaviour of this kind may lead to further consequences.

Kind regards

Ken Maslin - Head Teacher

Appendix 2: Example of Report Card

Behaviour Chart

I will	I won't
Be quiet on the carpet	Talk when I'm not supposed to
Tell an adult if someone annoys me	Fight with anyone
Try my best to do my work	Be distracted when I'm doing my work

will earn points for each session. Every lesson he meets all targets, he will get 2 points. 1 point will be given if some targets are met and 0 points if no targets are met. can earn up to 14 points in a day. If he earns 10 points or more, will have all playtimes and lunchtimes and class rewards. If he earns less than 10 points, he will have time-out and not be able to go to playtime the next day.

Day	 2 points	 1 point	 0 points
Lesson 1			
Playtime			
Lesson 2			
Lunch time			
Lesson 3			
Playtime			
Lesson 4			
Total Points			
Comments (School)			
Comments (Home)			

Signed: (Head teacher or Deputy) _____

Signed: Parent _____

Appendix 3: Personal Behaviour Plan

NAME:	D.O.B:	CLASS:
TEACHER:	DATE:	DATE REVIEWED:

<p>ENVIRONMENTAL NEEDS:</p> <ul style="list-style-type: none">• PECS book• Now/Next/Then board• Visual Timetable• Workstation• Sensory diet• Sensory circuit• Choosing time• Visual support• 1:1 support <p>STUDENT MODE OF COMMUNICATION:</p> <p>PECS, some single words</p>	<p>Likely to react badly to:</p> <ul style="list-style-type: none">• wanting something he can't have• things being taken away from him• changes in routine• coming in from playtime• being asked to do an activity he doesn't want to do <p>Likely to respond well to:</p> <ul style="list-style-type: none">• food• fruit time• <u>lpad</u>• choosing time• consistent routine and expectations
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Appendix 4: Playtime/Lunchtime Behaviour

Pupils are expected to follow the same school rules throughout the school day.

Lunchtime Expectations:

In the lunch hall	
Children should; <ol style="list-style-type: none">1. Enter the lunch hall in a calm and respectful manner2. Listen carefully to and follow instructions3. Speak in a quiet voice only to the children on the same table and never when food is still in the mouth4. Wait patiently for food5. Never shout, run or disrupt other's meal	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
Lining up	
Children should; <ol style="list-style-type: none">1. Listen carefully to and follow teacher's' instructions2. Leave a space between them and the next child3. Stop talking, playing4. Never shout, push or disturb others	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
In the playground	
Children should; <ol style="list-style-type: none">1. Only enter the playground with adult supervision2. Be mindful of others and share the space3. Share equipment fairly4. Try to resolve conflicts in a gentle way - use TAG5. Understand, agree and follow the rules of any game6. Listen carefully to and follow instructions7. Never name-call or deliberately hurt another child	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words

The class which lines up first, quickly and quietly will win a Dojo Point for EVERY child in the class.

Lunchtime behaviour rewards

Pupils will continue to be rewarded throughout playtimes and lunchtimes with Dojo Points.

Lunchtime behaviour consequences

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
<u>Low level Disruption</u>	<u>Beginning to Challenge</u>	<u>Serious</u>	<u>Very Serious</u>	<u>Extremely Serious</u>
Not listening to a member of staff	Repeatedly not listening to staff Answering staff back Pushing each other	Repetitive challenging behaviour Continuing to answer staff back Hitting/kicking/Name calling	Repetitive challenging behaviour after Lunch Leader has intervened Continuing to answer staff back after Lunch Leader has intervened Continual violence	Extreme danger or violence Very serious/ persistent challenge to authority Dangerous/ physical abuse towards staff or pupils
ACTION: Verbal reminder Praise someone making the right choice Listen to child's reasons for behaviour to find resolution	ACTION: Pupil is sent to Senior Midday Meal supervisor. Staff on duty must record this on CPOMS	ACTION: Child is sent to Lunch Leader Pupil will be given a time out Child stopped playing the game or activity Pupil will complete Post Incident Log with Lunch Leader Letter goes home to parent	ACTION: Lunch Leader sends pupil to Headteacher/ Deputy Headteacher Parents are spoken to in a meeting with HT/DHT Pupil will complete Post Incident Log with Phase Leader if not already completed	ACTION: Parents are spoken to in a meeting with HT/DHT Pupil goes on to report card Pupil will complete Post Incident Log with Phase Leader if not already completed Child is removed from playground for a fixed period
Support: All playground staff	Support: Senior midday meal supervisor	Support: Consider monitoring behaviour/give responsibilities or tasks	Support: Spend some lunch times with ELSA	Support: All lunch times spent with SLT or ELSA

Appendix 5: Exclusions explained

Internal exclusions

When a pupil has continually stepped up the stages of the behaviour consequences scale then an internal exclusion may be considered. In the event of an internal exclusion, then the pupils parents will be notified by the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will decide on the length of time for the internal exclusion and will timetable for this. This will be communicated to staff via the Daily Staff Noticeboard.

The following procedures must be adhered to if the exclusion is to be effective:

- The class teacher of the excluded pupil will need to set work for the pupil to complete.
- Set work should be send to the Headteacher's office BEFORE the beginning of the school day.
- This work should be challenging enough for the pupil, but should be accessible to allow the child to complete it unaided.
- If you are supervising the pupil, you should not get in to a discussion with the pupil about their work. If they are stuck, then you should tell them to move onto the next question. If you feel that a pupil is doing this to avoid work, you should tell them there will be a consequence for incomplete work.
- Work is not expected to be set for during the lunch break. During this time the pupil will have their lunch and will then read.
- If the child needs to go to the toilet during the day, then they should be escorted by a member of staff.
- The pupils should be escorted to get their lunch.
- If the pupil's behaviour should become violent or aggressive, then staff should contact the Headteacher or Deputy Headteacher immediately.
- The pupil should not be left on their own at any time.

External exclusions

External exclusions are very rare and are only issued by the Headteacher (or Deputy Headteacher in his absence).

Pupils who are excluded should be provided with work for the duration of their exclusion (up to 5 day, if an exclusion is more than 5 days then the Local Authority will provide an additional placement).

All external exclusions are reported to the local authority and are followed up with a return to school meeting.

Appendix 6: Expectations of behaviour

In the classroom	
<p>Children should;</p> <ol style="list-style-type: none"> 1. Enter classrooms in a calm and respectful manner 2. Listen carefully to and follow teacher's' instructions 3. Concern themselves with their own learning and behaviour 4. Complete tasks to the best of their ability 5. Never disturb or disrupt the learning of others 	<p>We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words</p>
In the lunch hall	
<p>Children should;</p> <ol style="list-style-type: none"> 1. Enter the lunch hall in a calm and respectful manner 2. Listen carefully to and follow instructions 3. Speak in a quiet voice only to the children on the same table and never when food is still in the mouth 4. Wait patiently for food 5. Never shout, run or disrupt other's meal 	<p>We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words</p>
Moving around the school	
<p>Children should;</p> <ol style="list-style-type: none"> 1. Always walk when inside 2. Only use very quiet voices 3. Always be supervised by a member of staff 4. Be respectful to adults and children 	<p>We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words</p>
In collective worship	
<p>Children should;</p> <ol style="list-style-type: none"> 1. Sit up straight 2. Hands should be folded or still 3. In own space 4. No noise 5. Eyes on the speaker 	<p>We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words</p>

On trips

Children should;

1. Listen carefully to and follow teacher's instructions
2. Stay with partners or groups
3. Be respectful of members of the public
4. Never shout, run or disrupt other's learning

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Lining up

Children should;

1. Listen carefully to and follow teacher's instructions
2. Leave a space between them and the next child
3. Stop talking, playing
4. Never shout, push or disturb others

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Using the toilet

Children should;

1. Only go in to the toilet to use it
2. Only use the amount of toilet paper needed
3. Make sure toilet paper goes into the toilet
4. Make sure that nothing is spilt on the floor
5. Always wash their hands after using the toilet
6. Never play in the toilets

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

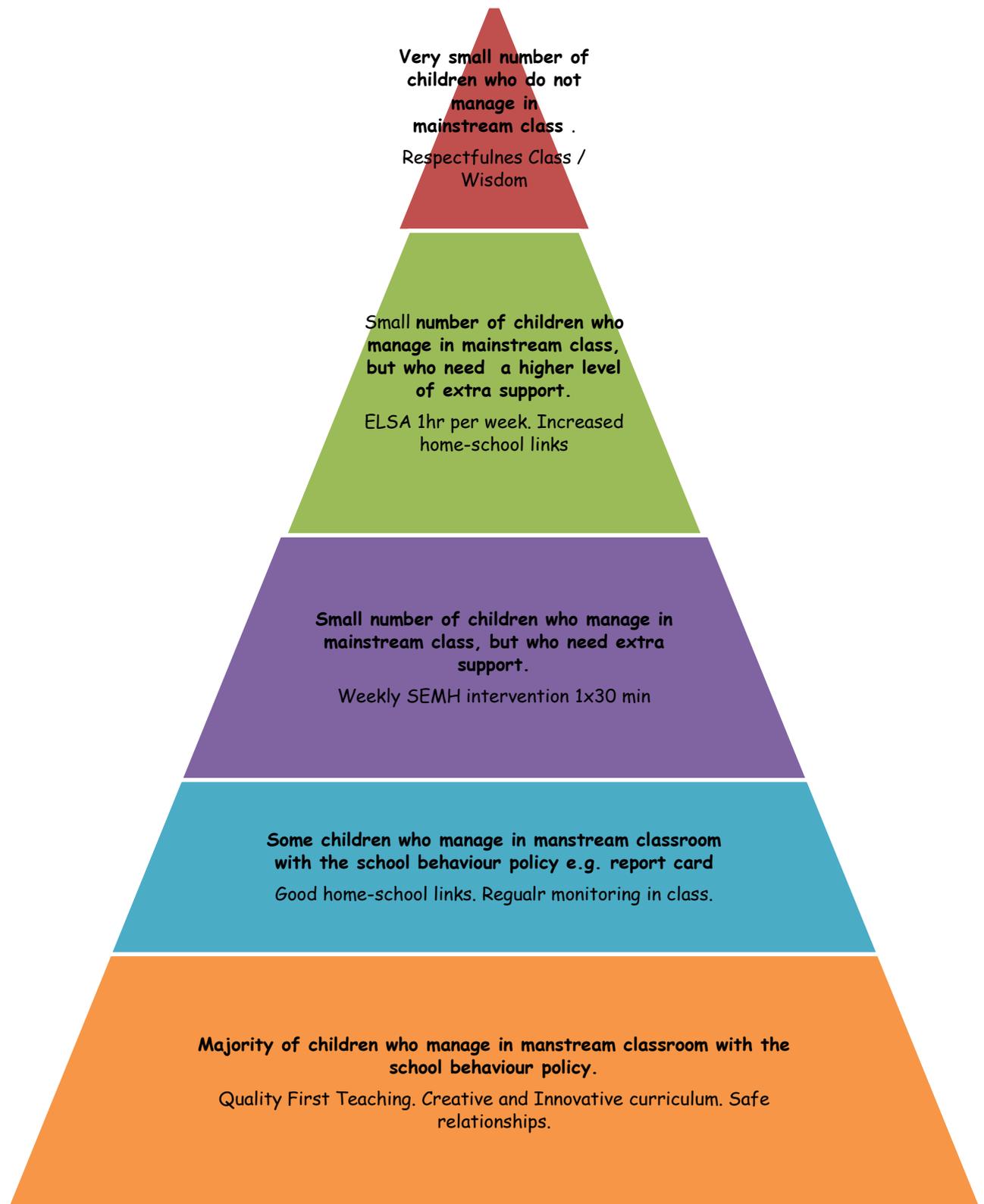
In the playground

Children should;

1. Only enter the playground with adult supervision
2. Be mindful of others and share the space
3. Share equipment fairly
4. Try to resolve conflicts in a gentle way - use TAG
5. Understand, agree and follow the rules of any game
6. Listen carefully to and follow instructions
7. Never name-call or deliberately hurt another child

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Appendix 7: Graduated approach to behaviour at BJR



Sections are colour coded for ease of reference:

Proactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Reactive

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level