



'Managing behaviour should be a teaching and learning opportunity'

This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to work together with the common purpose of helping everyone learn. We are committed to celebrating and supporting behaviour that enables all children to **Learn, Respect and Achieve**.

The policy aims to:

- 1) Provide consistency in our approach to understanding and supporting behaviour.
- 2) Ensure that all members of the school community have high expectations of behaviour across the academy and work together to celebrate successes and tackle challenges as a team.
- 3) Provide rich relational environments where behaviour is viewed with curiosity to identify unmet needs.
- 4) Create an environment where social and emotional needs are met consistently to ensure that learning is optimised.

Understanding that children learn best within positive, trusting relationships informs our approach to managing and then helping children to adapt their behaviour. We expect every member of the school community to behave in a considerate manner towards others. To support this and to provide clarity for all, Bude Primary Academy has three simple rules to:

Be ready! Be respectful! Be safe!

Recognising Positive Behaviour

Recognition Boards

At Bude Junior school we have three rules: ready respectful, safe. Names of pupils demonstrating going over and above in following these rules will be placed on the board with the aim to create a supportive celebratory culture in each classroom.

Class Reward Systems

In recognition of the importance of **pupil voice**, the staff and children in each class will decide on its own individual reward system as decided by the class community.

Above and Beyond

Examples of exceptionally positive behaviour in school will result in post cards or texts being sent home. Recognition certificates are also awarded by the Head of School each week and celebrated in assembly along with achievements outside school.



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Changing inappropriate behaviour.

It is important that all behaviour is recognised as communication. When necessary, a developmentally appropriate sanction (see also Appendix 1) may be required in order to address the reasons for, and outcomes of, the behaviour displayed and prevent further reoccurrences.

Escalation

- 1) For those who do not follow our agreed rules, attention will be drawn to the rule and they will be **asked** to make a positive choice.
- 2) For those children who fail to respond to this first request, they will be **warned** that they are now being **told** to make a more positive choice and that failure to follow this instruction will lead to a consequence.
- 3) For those children who fail to follow this second warning, a direction to **reflective time** will be issued.

A visual traffic light system can be used to support this strategy.

Reflection Time

When in Reflection Time, the child will spend the first 5 minutes of the next playtime with their Teacher or their TA to talk about the choices that were made and discuss ways to do things more positively in the future as part of a **restorative conversation**.

If a child is directed to *reflection time* this will be recorded on 'My Concern' so that class teams can review patterns of behaviour and possible triggers so that necessary adjustments can be made to support the children in their care.

Should a child have several *reflection times* in a short period or are regularly encountering the same issues, class teachers will contact parents or carers to talk about the challenges that their child is facing and develop a shared plan to enable them to behave more appropriately in the future.

Completing work

If a child regularly refuses to complete their work an agreement will be made with parents that this work will be sent home to be completed.

If a child is repeatedly not completing their work and disrupting others, it may be they spend time in another classroom to do this. If the plan is to spend a significant amount of time in another class, then this will be agreed with parents/carers.

Sanctions

Deliberately aggressive or violent language or physical behaviour, or deliberate destruction of school property will result in an automatic sanction.



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- 1) It is not acceptable to swear or call another pupil or adult names. This will result in a 5-minute class *reflection time and restorative conversation*. *If repeated* the class teacher will inform the parents.
- 2) It is not acceptable to deliberately destroy school property. This will result in a 5-minute class *reflection time*. *If repeated* the class teacher will inform the parents.
- 3) If a child deliberately hurts another child or adult, a member of the SLT will be informed and will make a judgment based on the context or severity of the case. Children do occasionally fall out when playing and an appropriate sanction for this would be a *reflection time and restorative conversation*.
- 4) Unprovoked or extreme physical aggression that results in unsafe behaviour will be dealt with by a member of the SLT who will inform parents.
There will be an appropriate sanction imposed, which could mean the loss of play for a day or direction to supervised activities at playtime over a longer period of time. Repeated acts of violence or other unsafe behaviour could result in a fixed term exclusion.

Exclusion

We will only use fixed term exclusions to ensure everyone's safety and to provide time to make plans to enable the child to behave differently on their return. As far as possible, parents will be given prior notice if their child is at risk of exclusion so that home and school can work together to avoid this. We hope never to permanently exclude a child but will do so if there was no other way to ensure the safety of that child or other members of the school community.

Complex Behavioural Needs

A series of strategies will be used to identify, assess and meet the needs of children with more complex social emotional and mental health needs or special educational needs and disabilities. For these pupils the behaviour expectations and associated sanctions will reflect their identified areas of need and be developmentally appropriate. This may mean a different approach as part of their individual education or positive handling plan to the rewards and sanctions described in this policy for the majority of pupils.

Team Teach

Some pupils require physical support to ensure their safety or that of staff and other pupils. Staff qualified to use Team-Teach strategies are trained to use the least intrusive positive handling techniques and employ verbal/non-verbal de-escalation strategies in advance of any positive handling strategies. Any incidents where positive handling strategies are used will be recorded and reflected upon with parents and carers in order to explore other proactive strategies that may benefit the child and prevent further incidents that require positive handling strategies in the future. Further information can be found at <http://www.teamteach.co.uk/>



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Positive Relationships

We recognise the importance of constructive dialogue, respectful interaction and positive role modelling for all children.

Learning about relationships

Positive relationships enable high quality teaching and learning. Pupils here learn about what this means through a variety of approaches. This includes, explicit teaching of expectations through restorative conversations, social stories, R-Time, class discussions, drama, art, music, PE, PSHE, TIS activities, forest school sessions, educational trips and values assemblies. In this way, every member of the school community knows the standard of behaviour that we expect from our pupils.

Routines

A consistent and orderly school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviour and therefore focus on learning. All adults will model expected behaviour and support children in a calm and consistent manner. Class teams will strive to maintain:

- A tidy, supportive, stimulating and celebratory environment.
- An organised classroom which meets children's basic needs and enables independence, e.g. a readily available range of resources.
- Consistent, predictable routines for the day which meet the academic social and emotional needs of all children.
- Punctual break times and lunches which are well managed by adults who are on duty. When changes to class routines are needed, the children will be given notice of this in advance, whenever possible.
- Clear, well-rehearsed routines to promote a calm well-ordered environment, including during transition times from one routine to another.

Parent involvement

The close involvement of parents in supporting all aspects of their child's development at school is vital. We expect that parents will support the academy's **Behaviour and Positive Relationships Policy** and our **Communication Policy**. If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. We will work together to support the child to develop appropriate strategies to meet the expectations we all share around positive behaviour.

Our expectation is that all adults entering our school community will communicate respectfully with children, staff and each other.



Appendix 1 Order of sanctions

Inappropriate behaviour	Sanction	Parents/Carers informed
Child does not follow instruction or is behaving in unsafe or disrespectful way.	Child told why their behaviour is inappropriate and will be asked to make a positive choice.	
Child does not change behaviour or follow request.	Child warned and told to make a more positive choice. Failure to follow this instruction will lead to a consequence.	
Child still does not comply.	Child told a reflection time with the class team will result. Additional adult support may be sought to enforce direction. Incident will be entered on 'My Concern'	
Child regularly repeats inappropriate behaviour or has behaved in this way several days in a row.	SLT informed and will speak with child. Escalation of sanctions may be agreed e.g being sent to another class to complete work or sending work home or being sent to directed activities at playtimes.	By class teacher
Child swears or calls another pupil or adult names.	Automatic 5-minute reflection time and restorative conversation with the person they insulted.	By class teacher
Child deliberately destroys school property.	Automatic 5-minute reflection time. Task will be given to make up for the damaged property such as tidying the library if a book was destroyed.	By class teacher
Child deliberately hurts another child or adult.	SLT informed and judgment made based on context and severity. 'Playground fallout' - reflection time and restorative conversation with class team. Dangerous or unprovoked behaviour - loss of whole playtime and direction to supervised activities for a period of time.	By class teacher By SLT
Child displays extreme unprovoked physical or verbal aggression towards another child or adult.	Immediate appropriate sanction - loss of play for a day and direction to supervised activities at playtime over a longer period of time. Repeated acts of violence or extreme unsafe behaviour - fixed term exclusion. Continued extremely unsafe behaviour— permanent exclusion.	By SLT