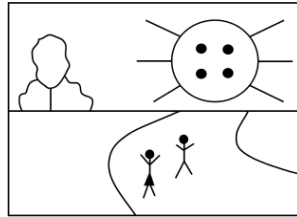


Button Lane Primary School



Positive Relationships and Behaviour Policy

(Safeguarding File)

Reviewed by governing body on 21 November 24	Next Review date November 2025
Signed by Chair of Governors L Dyson	Signed by Headteacher 21.11.2024 E Roberts
Written By E Roberts	Presented to Full Governors

Policy to promote positive relationships and behaviour

Intent

Button Lane Primary School is committed to creating an environment where exemplary behaviour is at the heart of effective learning to ensure that everyone feels valued and respected. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We believe that the relationship between everyone in our school community should be happy, caring and kind so that we all work and learn together in a purposeful and productive manner.

Our positive relationship policy guides staff to teach self-control and self-regulation. It echoes our vision with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and pupils.

Included within this policy are our expectations for adults in school and includes all staff and parents and carers. At Button Lane we are very fortunate to have supportive and friendly parents. Our parents recognise that educating pupils is a process that involves partnership between home and school and understand the importance of a good working relationship to equip pupils with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school.

UN Convention on the Rights of the Child

The following articles apply to this policy:

Article 2 (non discrimination) The Convention applies to every child without discrimination, whatever, their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect pupils' dignity and their rights. Richer countries will help poorer countries achieve this.

Aims

- To support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired pupil behaviour.
- For every member of the school community to feel happy, valued and respected, and that each person is treated fairly and well.
- To encourage self-discipline in all pupils, helping them make positive choices and to recognise the consequences of their actions.
- To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour.
- To promote an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.
- To use praise as the key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships.

Our Expectations of Pupils

At Button Lane we have high expectations of our pupils. We expect all pupils to strive to meet the 3 Golden Rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Each classroom clearly displays the 3 golden rules and they are at key points in communal areas.

School Values and Aims

These values are threaded through our school ethos, culture and curriculum. Our pupils are able to identify how they have lived up to the school values and are ambitious to achieve them.

We believe that if our pupils develop the **values of respect** then they will grow into citizens we can all be proud of.



Visible Consistencies – Non Negotiable

- All staff and pupils will greet each other as they walk past each other or enter a classroom/office saying hello, good morning/afternoon. A response is always given.
- All staff and children model excellent walking around school; everyone uses the left side of corridors and stairs whilst moving through school. Corridor points are awarded where children are working towards a shared reward.
- Doors are held open for each other and manners are used.
- All pupils and staff take part in Feel Good Friday once a half term, this involves the school community engaged in positive relationship building activities.
- All staff will consistently model positive relationships across school with everyone. These explicit behaviours will be brought to the attention of the pupils regularly.
- Restorative Conversations and Scripted conversations are used across school by staff and pupils.
- Each class and communal area will display the behaviour circles as a visual reminder of the steps within the policy to promote positive behaviour and relationships.
- Pupils who continually display positive relationships and behaviour will be rewarded (visit to a restaurant).

Rewards

We expect positive behaviour from the whole school community. All pupils who show good manners, are polite, follow the schools shared values and rules of Ready, Respectful and Safe and work to the best of their ability will be recognised and rewarded.

There are 3 main ways we recognise the over and above positive behaviour

1. Over and Above Certificate

A pupil from every class will be awarded an Over and Above certificate weekly. An additional reward will be given out by the headteacher or deputy headteacher for children they have spotted going Over and Above over the past week. This will be achieved by displaying an attitude or characteristic that has gone over and above the school's values and rules of **Ready, Respectful and Safe**. This will be shared in a weekly assembly and each recipient will receive 5 Green points with their certificate and a sticker. All Pupils will receive a round of applause and a photo will be taken and displayed along with their work on the Over and Above Gallery wall

2. Green Points

When pupils exceed the shared values and rule expected, they will be rewarded with green points from staff. These points are collected on a Green card. All staff are able to award green points. When Pupils fill a green card it is linked to a pin badge and certificate system.

50 points (Card 1)	Yellow Star Pin badge
100 points (Card 2)	Bronze Certificate
150 points (Card 3)	Bronze Pin badge
200 points (Card 4)	Silver Certificate
250 points (Card 5)	Silver Pin badge
300 points (Card 6)	Gold Certificate
350 points (Card 7)	Gold Pin badge
400 points (Card 8)	Super Gold Certificate
450 points (Card 9)	Super Bronze Pin Badge
500 points (Card 10)	Platinum Certificate
550 points (Card 11)	Super Silver Pin Badge
600 points (Card 12)	Diamond Certificate
650 points (Card 13)	Super Gold Pin Badge
700 points (Card 14)	Headteacher's Special Award badge
750 points (Card 15)	Behaviour Role Model Wristband

3. PROUD Assembly

Once a half term, pupils from each class will be celebrated through a PROUD assembly. In this assembly we acknowledge and highlight those pupils who have demonstrated excellence in the Button Lane Vision and school rules. Parents are invited to the assembly to share the positive behaviour and are invited to stay behind for a small tea party with the head teacher.

Other rewards used by all staff may include:

- Stickers
- Verbal praise
- Positive comments on homework/reading journals
- Phone call or email home (these to be made weekly)
- Postcards/notes sent home on a weekly basis.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. There should be high expectations, clear routines and organisation within the classroom. It is important that all staff adhere to daily routines. They will include:

- Develop a positive relationship with pupils.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Button Lane Golden Rules and be specific when rewarding or reminding children of their behaviour.
- Display a visual representation of the school policy by having **Ready**, **Reminder**, **Amber Warning**, **Red Warning** and **Serious Behaviour** on the wall.
- Greet pupils in the morning/at the start of lessons – be present around school at key times to capture and promote positive behaviour.
- Highlight and promote good behaviour
- At the beginning at end of the day, ensure that the atmosphere is calm and quiet.
- Clear routines for changing for PE – the expectation is that children get changed in silence.
- Clear routines during learning, there should be a quiet atmosphere where children can concentrate and learn.

- Children should be silent lining up to enter and exit the hall for assemblies
- Engage in restorative approaches to behaviour
- Use positive reinforcement

Restorative Approaches

Building a nurturing relationship is at the heart of building a happy school, in this type of environment everyone is more likely to work, to achieve and less likely to hurt or feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority. Button Lane uses restorative approaches to draw a crucial distinction between the person and their behaviour. Restorative approaches are based on a fair process – engagement, explanation, expectation and clarity. Pupils at Button Lane are encouraged and supported by all staff, who have been trained in restorative approaches, to take responsibility for their actions and have to work out how to put things right.

We help pupils understand that, whilst we may sometimes disapprove of their behaviour, they, as individuals, are still valued. Any sanctions imposed will therefore be in this context. The emphasis is on rewarding those pupils who consistently meet our expectations of behaviour whilst supporting those who find it a challenge to do so. There are plentiful opportunities to reward, celebrate and reinforce desired behaviour.

Restorative Conversations with pupils

We will:

- Actively listen and encourage the person by asking open questions, supporting and summarising.
- Be empathetic
- Use a solution rather than a blame approach
- Have discussions in a suitable location, involving those who were involved.
- Be firm and fair
- Be aware of our body language, tone and facial expressions.

Restorative Conversation questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need to do now so that harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners to find solutions to conflicts rather than focus on who started it and why.

Consequences

Just as we would with a child's learning we provide support for all pupils to meet our high standards of behaviour. Some pupils may need a different approach for a period of time according to their own individual needs or disabilities. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to individuals.

Poor behaviour will be minimised when expectations are clear and where other pupils are behaving well and encouraged/rewarded for doing so. This will also apply where rules are internalised and acted upon by consistency in reinforcing them. Good classroom teaching and management, good classroom organisation and adapted learning tasks will reduce the need for sanctions.

All staff need to remain calm if difficult situations arise and sometimes need to be aware of their own emotions.

All learners are held responsible for their behaviour. Every member of staff will deal with behaviour and use the stepped actions below for dealing with poor conduct.

Pupils learning time should not be lost through poor behaviour. A traffic light system for the first three steps will be used to help pupils to visualise the stages between each step

Steps

- Ready
- Reminder
- Amber Warning
- Red Warning – Time Out
- Serious behaviour

In addition to the stepped action chart, the following may also be used:

- Home/School Communication books to promote positive behaviour and show progress towards targets, this will be done discretely.
- Mediation with peers (This may take more than one session)

- Debrief sessions at the end of the school day, this may involve parents.
- Support through targeted interventions
- Alternative playtime/lunchtime plan
- Working with educational professionals
- Multi agency support where necessary
- Internal exclusion if unable to repair relationships and still pose a possible risk to self and others.
- Whole School assemblies to educate all on our values and rules
- SLT to speak to classes/year groups when a situation is specific to them.
- Parent meetings

Pupils who exhibit poor behaviour will not be reprimanded in public, this will be done privately and respectfully. If a class has been affected or interrupted by the inappropriate behaviour of another pupil in the school, then it will always be explained to the class that there will be a consequence for the pupil's behaviour. As a school we will not share all the specific detail in the consequence agreed between staff-pupil-parent but the class will be reminded that there will always be a consequence for inappropriate behaviour at Button Lane Primary School. This is a good opportunity for the class to ask questions and alleviate any concerns they may have about a situation.

Behaviour Management and the SEN register

Whilst we have high expectations of behaviour at Button Lane we are aware that some children, who have additional needs, may make it difficult for them to follow the usual school behaviour policy without additional support at times. EYFS has an important role in early identification of children who may subsequently present behavioural difficulties. Our aim must be the early identification and support for these children.

Pupils with an identified SEND, particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Assess, Plan, Do, Review document. The needs of children are met through reasonable adjustments.

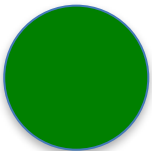
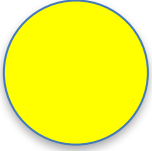
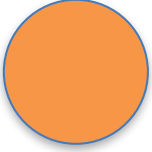
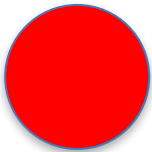
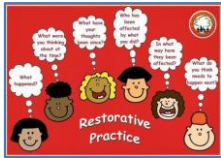
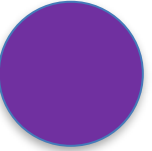
Children who repeatedly present behaviour problems will initially be recorded on CPOMS. This helps us to build up any patterns or triggers for individual children.

Some children have ongoing difficulties following the behaviour policy for a variety of reasons. In this instance, these children will be discussed during Vulnerable Pupil Meetings (VPM) and a decision will be made whether a referral to other professionals such as Early Help, Educational Psychology, CAMHS or other linked specialists. These referrals will be made in conjunction with the child's parents and they will be kept informed throughout the process. This support is put in place to minimise the risk of permanent exclusions. Children who present severe ongoing behaviour issues will have a bespoke behaviour system depending on their specific needs.

Staff understand that poor behaviour might indicate underlying safeguarding concerns.

Looked after children/children who have experienced adverse childhood experiences

For these children exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour. We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With looked after children, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Steps	Action	
 Ready	All pupils start here. Pupils are encouraged to demonstrate positive behaviour. Positive behaviour is recognised and rewarded	
 Reminder	When pupils are on a reminder they understand that their behaviour is their responsibility and they are supported to make the right choice through a gentle reminder and refocus on the activity or expectation.	
 Amber Warning	If the behaviour persists then a clear verbal warning will be delivered privately, where possible. The pupil will be made aware of their behaviour and the rule that they are not following: Be Ready Be Respectful Be Safe A scripted conversation will be used to make it clear what change needs to be seen to avoid further punishment. When you.... I feel... I need...	
 Red Warning Time Out	A short Time Out will be offered to give the pupil an opportunity to reflect away from others and diffuse the situation. This could involve the following: • Moving location within the classroom • Using the dedicated calm space in the classroom  If this does not resolve the situation then the pupil will spend time in a different classroom for a short period of time. This should not exceed the length of the lesson. Learning that has been lost will be completed during 'Lost Learning Time' and directed by the class teacher/TA	 Restorative Approach Conversation (RAC) Following a time to calm down the pupil will engage in a Restorative Approach Conversation. This is a positive choice to support the pupil to improve the situation. The RAC is recorded on CPOMS and parents informed.
 Serious behaviour	When an incident has been serious or there is a continuous repeat of Red behaviours then the following steps will be taken: • Parents of children will be phoned by SLT. The phone call is recorded on CPOMS. • Action will be taken following the serious behaviour section written in this policy.	

	Examples of behaviour	Possible consequences
Amber Warning	• Unkind to others • Friendship Issues • Low Level disruption in the class • Rough Play • Small damage to school property – e.g. ruler or pencil broken • Ignoring an adult instruction • Answering back • Refusing to answer • Refusal to work	• Remain in class to complete unfinished work with the class teacher • Use of Calm Boxes/Areas to allow children to use calming strategies.
Red Warning	• Repeated refusal to follow an instruction from an adult. • Walking away from an adult • Boisterous behaviour (pushing, shoving, etc...) • Disrespectful language towards an adult • Disrespectful language towards another pupil • Retaliation • Repeated Interruption • Swearing	• Time out with pastoral staff – calming activities • Movement to another class for a short period of time to reflect • Pupil to use own time to catch up on lost learning – ‘Lost Learning Time’ • Restricted access to the playground • Loss of privileges • Incident recorded on CPOMS
Serious Behaviour	• Repeated amber and Red Warning behaviours • Direct targeted threatening and intimidating behaviour • Physical aggression towards and adult • Physical aggression towards a pupil • Using objects to hurt others • Racist behaviour • Homophobic behaviour • Significant damage to school property	• SLT informed and parents contacted • Restorative Conversation • Pastoral intervention • Detention • Incident recorded on CPOMS • Mentor support • Behaviour Support plan in place for a 2 week period • Internal exclusion for a period of time • Fixed Term Suspension • Class teacher to attend reintegration meeting

Consequences for pupils who continue to struggle to meet expectations:

- If the pupil reaches **Three** Serious Behaviour warnings within one-half term then parents will be asked to attend a meeting with the pupil, class teacher and a member of the pastoral team or SLT.
- If the pupil reaches **Four** Serious Behaviour warnings within one-half term then parents will be asked to attend a further meeting with the pupil, class teacher and a member of the pastoral team and the phase leader. A Behaviour Support Plan would be put in place. The plan would include up to three targets. The plan will be monitored each day by the teacher and fed back weekly to parent/ carer and a member of the pastoral team. The plan will run for up to 2 weeks.
- If the pupil reaches **Five** Serious Behaviour warnings within one-half term then the pupil will be placed on a Behaviour Diary which is put in place by the headteacher. At this stage, the pupil will be put on a one-day exclusion. They will report to the headteacher.



If the behaviour persists or there are extremes of aggressive, violent behaviour within the half term then the child may be reduced to a part time timetable or suspended. Please note the paragraph regarding SEN and behaviour management

What does this look like at Lunchtime?

During lunchtime, the same expectations apply, all children are expected to follow the 3 Golden Rules. SLT will support Lunchtime Organisers over lunchtime.

The Senior Lunchtime Organiser (SLO) will organise clear timetables to ensure that all children are engaged in activities that are supervised.

Quiet Space is available for children and provided by the Pastoral Team. Staff are able to nominate children to attend on a daily basis, some children who require further structure at lunchtime will be allocated a timetable to attend Quiet Space.

A 'Golden token' will be given out on a Thursday by all Lunchtime Organisers and celebrated in our 'Over and Above' assembly. These Golden Tokens will be collected in the classroom. At the end of the half term the class with the most tokens will get the opportunity to have an extra playtime.

VIP table

Once a half term, each lunchtime organiser will nominate a child who has consistently demonstrated behaviour that meets the 3 Golden Rules. These children will be invited for a special lunch with guests of their choice; this may be a member of staff, a friend or a family member.

Exclusions

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead, they carry out their educational consequences and learning activities away from their classroom with a familiar adult.

In extreme situations, the head teacher may decide that suspension or permanent exclusion is appropriate.

Reintegration meeting

Following any incident that leads to some form of exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The head teacher informs the local authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. If the head teacher excludes a pupil, s/he 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 any such appeal.

A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - ✓ Manage the incident internally
 - ✓ Refer to early help
 - ✓ Refer to children's social care
 - ✓ Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Online behaviour

We expect our pupils to demonstrate responsibility and kindness when communicating online. This is taught each year during E-Safety lessons. Through these lessons, the children are taught:

- How to report things that have made them uncomfortable online
- How to identify inappropriate behaviour online
- The seriousness of online bullying
- The harmful effects of online bullying
- The dangers of contacting people who are not their friends
- Details that should be kept private
- How to set safety controls on apps.

We are aware that negative online behaviour can seriously affect a child's mental wellbeing and therefore affect emotional and academic progression. We teach children to report incident of online abuse to the school where we can deal with it. Depending on the severity of the abuse, SLT will make a decision on the outcome of the perpetrator. At every step, the school will work with the parents of the children involved.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in

need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Confiscation

At Button Lane, we have the power to search and confiscate items from children. A member of the SLT must be present with another member of staff when a child is searched. Any prohibited found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Power to search without consent for 'prohibited items' include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property; and
- Any item banned by the school rules which has been identifies in the rules as an item which may be searched for.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For more information, please refer the Physical Restraint Policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour as part of their induction process and will also form part of continuing professional development.

Roles and Responsibilities

The Governing body

The Pupil Support committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The Pupil Support committee will

also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The Head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Pupil Support committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the Pupil Support committee annually. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pupil Support committee annually.

Appendix

1. Behaviour Principles
2. Scripted Conversation
3. Restorative Questions
4. Behaviour Support Plan
5. Behaviour Report Card (under review)
6. Behaviour Diary (Under review)
7. Individual Behaviour plan (Under review)
8. 3 Golden Rule Poster for all classrooms
9. School Values
10. 5 Point Scale Script

Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Introduction

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Button Lane Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Button Lane Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Positive Relationships and Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

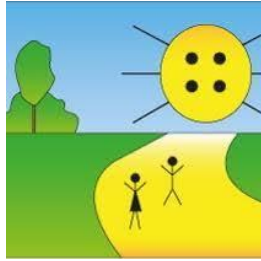
The Head teacher will develop the Positive Relationships and Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

Principles

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Button Lane Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Positive Relationships and Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity

- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil



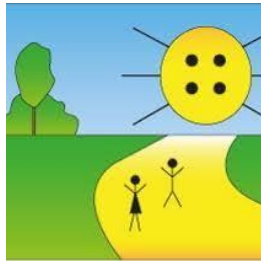
Scripted Conversation

When you....

I feel...

I need...

Would you be willing to...



Restorative Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that harm can be repaired?

Behaviour Support Plan

Name:

Week Commencing:.....

Targets:

Privileges to be earned:

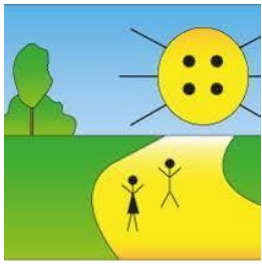
	Morning Session	Playtime	Late morning session	Lunchtime	Afternoon Session
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

What helps me?

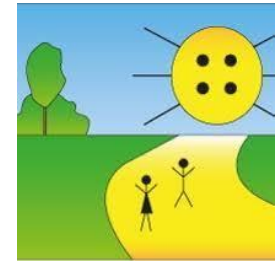
What do I find difficult?

What support is already in place?

Summary of the week



Button Lane Primary School



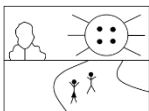
Our 3 golden rules are:

Be Ready
Be Respectful
Be Safe

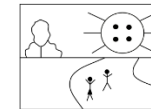


RESPECT





Button Lane Primary School Behaviour 5 Point Scale Script



The “Incredible 5 Point Scale” (Kari Dunn Buron) is a visual system to assist pupils in understanding social, emotional, and behavioural concepts and expectations and to recognise varying levels of stress and anxiety. It is a cognitive behavioural method of teaching pupils how to recognise their own internal emotional states and then to practice successful responses to those emotions.

- 1) Identify what the pupil says and does during each phase of a behavioural escalation and document on the scale form. Fewer levels can be used if 5 distinctive escalation levels does not exist. To use as a self-management system, have the pupil also identify how he/she feels during each phase of the escalation and document on the scale form.
- 2) Develop a step by step script for staff to follow when the pupil begins a behavioural escalation. When used as a self-management system, identify what the pupil can do at each level in the escalation to reduce stress or anxiety such as taking a break.
- 3) Teach and implement the system. Staff and pupils can begin to think and respond in terms of ‘being at’ a level 1, 2, 3, 4, or 5 using the scale as a visual prompt.

POINTS to remember:

- The PURPOSE of a script is to consistently respond to pupils in such a way to reduce the probability of further escalation while continuing to teach pupils the expectations and how to respond to varying emotional states.
- Scripts should be nonverbal (or minimal verbal), non-emotional, & non-punitive
- Limit words and use more visuals.
- When using the script, ensure staff monitor their Para verbal communication (e.g. not what it said, but HOW it is said), so the response does not come across emotional or punitive.
- If the crisis plan requires physical intervention or seclusion, be sure staff are well aware and follow procedures

Basic 5 Point Scale Script

Level of Escalation	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)
Level 5—Aggression	Physical aggression toward self / others.	• CRISIS PLAN
Level 4—Anger	Verbal aggression including threats of physical harm	• Forced break / time away
Level 3—Anxiety	Noticeable increase or change in behavior	• BREAK to reduce stress; evaluate environment for potential stressors
Level 2—Mild Anxiety	Slight change in behavior	• Strategies to alleviate anxiety
Level 1—GREEN	Appropriate behavior & following expectations	• Provide positive feedback / reinforcement

Name:

Date:

Level of Escalation	What will we expect the pupil to say or do? How will the pupil be feeling?	What will staff members say? What do we expect the pupil to do?
Level 5 – Aggression		
Level 4 – Anger		
Level 3 – Anxiety		
Level 2 – Mild Anxiety		
Level 1 - GREEN		