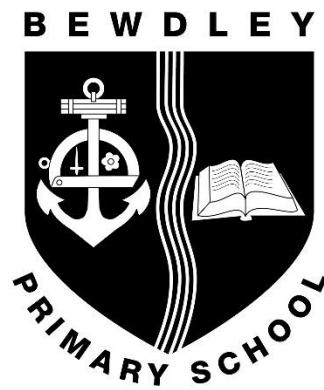


Revised March 2023

To be reviewed March 2024



Behaviour Policy

2023

Bewdley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

At Bewdley Primary School, we aim to provide a secure and happy environment where everyone can enjoy learning and be inspired to:

- Achieve their best in everything by being responsible and working hard
- Appreciate their own and others' value and importance
- Be thoughtful, kind, caring and active members of the school and beyond
- Be proud of their achievements
- Develop imagination through creativity and resourcefulness
- Be resilient and determined to overcome any obstacle

Our School Values

Achievement

Strength

Positivity

Independence

Respect

Endeavour

Our Three Rules are:

READY

RESPECTFUL

SAFE

These rules inform our expectations of pupils, staff and visitors. We believe that we should be as inclusive as we can. We focus on educating our pupils so that they take responsibility for their own behaviour in a way which promotes our three rules.

We believe that developing positive, respectful relationships between all members of the school community is key to promoting good behaviour. Relationships education is embedded into our curriculum and modelled by all staff. It is expected that all adults in school, regardless of their role, support children with promoting positive behaviour and holding them to account when this is not the case. Children are taught about what a healthy relationship is and how to deal with abusive (including child on child abuse) or unhealthy relationships (See also PSHEC Policy/Anti-Bullying Policy/Safeguarding Policy/Exclusion policy).

Staff use the PACE approach in their interactions with children.

- **Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- **Acceptance** involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the child.
- **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like 'I wonder if you are feeling like this because....' To open up discussions with the child.
- **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as 'I know how difficult that must have been for you' and work together to find ways to support them.

All staff actively promote the behaviours we want through:

- Welcoming the children personally each day
- Acknowledgement using a smile, thumbs up, verbal praise, post-its, positive chat
- Collective Class Rewards decided by the pupils and using stars, marbles, class dojos
- Stickers and other small rewards/ Stamps for good work
- Conversations with parents
- Above and Beyond Alerts
- Values Points

If a child is struggling to be **ready, respectful or safe**, they are reminded about the expectations, asked to think about what better choices they could make and how we can support them with this. Following this, there may be consequences for inappropriate choices. **The purpose of any consequence is to enable a child to learn from their actions using a restorative approach, re-regulate and be redirected back to their learning as soon as they are able. We do not use consequences as a way to punish children.**

Consequences include:

- a loss of some time at playtime or lunch (so that they are able to reflect on their behaviour with a member of staff)
- natural consequence – e.g. tidying up if they have made a mess
- a brief separation from the rest of the class (e.g. 5 mins working alone in another area) in order that they can calm/regulate or the class can refocus
- loss of privileges (e.g. playing a specific game at playtime/lunchtime if their behaviour last time was unacceptable)
- catch-up of some work missed at playtime or at home
- a phone call or email home
- time spent with the Inclusion Lead or Head Teacher

At lunchtime, consequences of behaviour which is not ready, respectful or safe include:

- 5 mins with the lunchtime supervisor to discuss the behaviour and be reminded of expectations
- 5 mins sitting out to reflect on their behaviour and re-regulate if necessary
- Removal from a play activity if behaviour is dangerous or unkind
- Talk to the class teacher or member of the Senior Leadership Team about their behaviour and strategies to improve this

Where there is persistent low level disruptive behaviour, it may be necessary to track this so that it can be monitored (Tracking Sheet). This can then be used to support a discussion with parents/carers about an appropriate behaviour plan. Examples of strategies to support this are listed in **Appendix 1** – the strategy used will be based on an analysis of the individual child’s need. Tracking sheets are **not** used as a ‘naughty’ list but as a way to monitor behaviours and get children back on track. Children who have a Behaviour Plan are likely to have a personalised tracking sheet.

Very rarely behaviour can be dangerous to a child or to other children, severely disruptive to the good order of learning in the school or threatening to the safety and wellbeing of children and adults. In circumstances which are dangerous, disruptive or threatening further measures are applied. **(Appendix 2)**

It is important that a child is not publicly shamed when they make inappropriate choices and restorative conversations are held as soon as possible. Shouting is not used unless it is to gain quick attention in a dangerous situation.

It is not the school’s practice to share the consequences for another child’s behaviour to be shared with other parents, carers or other children. We will make others aware that consequences have been put in place in line with the school policy.

The PACE room can be used by pupils to re-regulate their emotions or so that restorative conversations can happen between the child and the adult involved. Where there is conflict between children, staff will support the children to reflect on their actions and have a restorative conversation together.

APPENDIX 1

Intervention strategies to support when behaviour causes a concern

- TIS approach – pastoral support
- Change of structure – differentiated curriculum, alternative provision, safe areas, PACE Space, protected time to reflect, Lego Therapy, Theraplay/alternative learning areas
- Targeted interventions e.g. social stories
- Working with parents to provide additional support at home
- Family Support
- Early Help
- De-escalation strategies
- Behaviour Support Plan
- Pastoral Support Plan
- Risk Reduction Plan (where needed)
- Involvement with outside agencies – e.g Positive Behaviour Team, PRU, Educational Psychology, CAMHS

APPENDIX 2

Dangerous, Disruptive or Threatening Behaviour (DDT)

Where actions are taken to address Dangerous, Disruptive or Threatening Behaviour our actions in school will be clear, communicated and recorded

Very rarely behaviour can be dangerous to a child or to other children, seriously disruptive to the good order of learning in the school or threatening to the safety and wellbeing of children and adults. In circumstances that are dangerous, significantly disruptive or threatening further measures are applied. These are:

In-Class separation. Where behaviour is DDT a teacher or TA may separate the child from the class or group in the classroom. Where this is needed on a number of occasions the teacher will arrange a meeting with parents to discuss behaviour and seek support for improving learning behaviour.

In-Key Stage separation. Where behaviour is DDT a teacher may arrange for a child to work elsewhere in the key stage for the rest of that session or day. Usually this would be in another class in the key stage. When this is necessary the teacher will arrange a meeting with the parents to discuss behaviour and seek support for improving learning behaviour.

Where a child is the subject of more than one In-Key Stage separation an Individual Provision Map or Pastoral Support Plan (IPM/PSP) for behaviour will be drawn up and implemented. This will include consultation with parents.

A record of In-Key Stage separation and related parent meetings is kept in school (Weekly Behaviour Log)

Internal suspension Where behaviour is DDT a teacher may arrange for a child to work elsewhere in school under the supervision of the head teacher or a member of the Senior Leadership Team. Whenever a child is the subject of In-School separation the head teacher will arrange a meeting with parents and class teacher to discuss behaviour and seek support for improving learning behaviour.

Where a child is the subject of more than one Internal Suspension, the school may seek support from outside professionals such as the education psychologist or Behaviour Support Service as part of an IPM and a Pastoral Support Plan (PSP) will be put in place.

A record of Internal Suspension and related parent meetings is kept in school (Weekly Behaviour Log / Pastoral Support Plan/Individual Behaviour Plan)

Part Time School. Where behaviour is DDT and a child is struggling to manage their behaviour through a full day, the head teacher may arrange for part-time schooling (as part of the pastoral support plan) in line with local authority policy and guidance. Parents will be informed of the reasons for the part-time schooling and will be expected to attend meetings to review behaviour and support improving learning behaviour and a successful return to school. This will be carefully monitored over a 6 week period with the aim to increase to full time education as soon as it is appropriate to do so and the child is ready.

A record of the PSP (with part-time education identified within this) kept and related parent meetings is kept in school.

Fixed Term Suspension. Where behaviour is DDT the head teacher may arrange a Fixed Term Exclusion in line with local authority policy and guidance (See also Exclusion and Suspension Policy). Parents will be informed of the reasons for the exclusion (a letter will be given/sent that references this) and will be expected to attend a re-integration meeting/discussion before or when their child returns to school to support improving learning behaviour and a successful return to school.

A record of Fixed Term Suspensions and Parents' Meetings are kept in school and logged on the school register.

Managed Move. Where behaviour has impacted significantly on the relationships a child has with their peers and the school community, a managed move may be appropriate in order that pupils can make a fresh start. Parents will be asked to consider a managed move for their child to a different setting and supported with this alongside advice from the County Council.

Permanent Exclusion. When, despite the best efforts of the school, the behaviour continues to significantly put at risk the safety and wellbeing of children and staff the child may be permanently excluded. Permanent exclusions follow County Policy and must be approved of by the governing body.

The actions listed above for Dangerous, Disruptive or Threatening Behaviour are in an order of increasing severity but are not necessarily a hierarchy to progress through. The school will take action at the level deemed appropriate for circumstances as they present.

Staff are qualified to use Team Teach Strategies, including physical restraint, in line with the school's Positive Handling Policy if behaviour is considered to be dangerous, significantly disruptive or threatening to staff or children. Where concerns about a child's behaviour are such that physical restraint is deemed likely to be needed, a Risk Reduction Plan will be created and shared with parents.

Staff may need to use restraint without a Risk Reduction Plan in place if the situation arises where the safety of staff or children, or the good order of the school are at risk.

All incidents of Positive Handling are recorded in the Bound and Numbered Book which is located in the Head Teacher's office.