

Brighter Futures Academy Trust
Positive Behaviour Management Policy
LUDDENDENFOOT ACADEMY



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R. Denham	Jan 2017	Jan 2018
R. Denham	Sept 2017	Sept 2018
R. Denham	Sept 2018	May 2019
C. Webb	Sept 2019	Sept 2020
C.Greenwood/C. Webb	April 2020	April 2021

Our Mission Statement

Our school is first and foremost a place of learning, where individuals are valued and encouraged to do their personal best and where we encourage everyone to respect themselves, other people and the environment.

Our school seeks to provide high quality, stimulating and inclusive learning experiences across the whole curriculum, which maximise the individual potential of all our children in a safe and secure environment.

We operate a positive behaviour management system; and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work in school have a responsibility for behaviour. They need, to support our “no shouting and no intimidation” culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child’s class teacher. For incidents which have been addressed by members of staff who are not the child’s class teacher, the adult involved will record the incident as soon as possible and also inform the child’s class teacher. All supply and student teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents/carers are involved with and supportive of what the school is trying to do. We work together with parents to ensure consistent expectations.

The key principles of the behaviour management policy are:

To develop positive attitude to learning in all students.

To appropriately reward students who display a positive attitude to learning.

To deter students from making the wrong choices.

To ensure equality and fairness of treatment for all.

To establish a clear distinction between poor choices and appropriate, fair and proportionate consequences.

To identify patterns and trends which lead to intervention and additional support.

To ensure no group is disproportionately discriminated against the sanction system.

To provide a safe environment; free from disruption, violence, bullying and any form of harassment.

To develop a positive with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

To promote a culture of praise and encouragement in which all student can achieve.

School Code of Conduct

We expect all children in school to follow the behaviours which are emphasised in our school's Code of Conduct -

- **We are kind and care for each other.**
- **We are good listeners and learners.**
- **We remember to use our manners.**
- **We look after our things.**
- **We move around school sensibly and quietly.**

Strategies for promoting positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible, and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised, and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write worries and/or concerns down on a worry slip which is then placed in the worry box located in the key stage areas. These are checked and followed up by either the Learning Mentor or a member of the pastoral team on a weekly basis.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Positive rewards

Praise – verbal, written on work, friendly word or gesture, referral to another adult including the SLT or someone significant to that child.

Dojos – dojos are used throughout school to reward good behaviour and for those pupils who model behaviours which are in line with the school ethos.

Well done award - commending children for good manners, positive attitude, qualities including kindness, thinking of others, trying something new, overcoming a barrier to learning etc. These are given out weekly in our praise assemblies and a certificate is sent home and displayed in school.

Community awards- children can share their out of school successes. Photographs brought in by pupils are displayed in the school achievement gallery for all to see.

End of term assemblies – Certificates and pin badges are presented at the end of each half term for those children who have consistently model behaviour in line with our school ethos.

End of year assembly - trophies are awarded to children each year who have excelled in particular areas across the curriculum and to children who have displayed characteristics in line with our school ethos.

These rewards are given to reinforce and encourage further good behaviour. All adults in school participate in behaviour management and can give incentives and rewards. Rewards may be given to an individual, group or a whole class.

Parents and families are notified by text if their child is going to receive an award in our end of term and end of year praise assemblies.

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based upon are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents when deemed appropriate

Luddendenfoot Academy School Behaviours and Consequences

We have a fair system which values respects, courtesy and good manners. Our pupils understand that poor effort, attitude and negative behaviours have consequences.

Consequences reflect the seriousness of the behaviours. Appendix One indicates the potential consequences for a range of negative behaviours. The school reserves the rights to adjust consequences according to individual circumstances of each incident. Whilst incidents at C5 and C6 are extremely rare it is important that all pupils understand the consequences of these choices.

C1s are monitored by staff using the C1 Class Behaviour Form which is kept in the classroom file. (See Appendix 2) If a child receives frequent C1s i.e. more than 6 in a week, the 6th C1 will become a C2 and the child as per the policy will miss the following playtime and their parents will be notified. C2s are recorded on the School's Behaviour Log and are uploaded to CPOMs which is also kept in the classroom file. (See Appendix 3)

Classroom behaviour system

Teachers have the right to teach and children have the right to learn. Children who break the 'Luddendenfoot Academy' School Code of Conduct Rules' stop teachers from teaching and stop themselves and others from learning.

The school sanctions are implemented when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

New start!

It is important to us that after a consequence has occurred there is a new start, a new chance to do well. All of the children know that they have another opportunity to make good choices.

Individual Behaviour Plans

Some children will need an individualised behaviour plan. If this is the case it is organised by a member of the SLT in liaison with Class Teacher – Monitoring can be by lesson, by day or by week.

Other procedures

School Opening

School doors are open at 8.45 am, children are then welcomed into school by the members of the SLT.

Playtimes/Lunchtimes

At the end of playtime the bell will be rung twice, 1st time all children should stand still. Once all children are standing still and quietly, the second bell can be rung and a class called, children will then walk into the building.

End of School Day

Reception– children wait in their classroom until their name is called by a member of staff and they can then leave the classroom with an adult.

KS1 – Children are taken into the playground by their teacher and must tell their teacher when they see their adult and are leaving.

KS2 - Children collect their coats and book bags. They line up quietly in their classroom and are escorted to the playground by their class teacher; the TA ensures that all children leave the classroom and they follow on at the end of the line or when all the children have left the room.

Behaviour at Lunchtime/Playtime

We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits. Lunchtime staff can record any incidents on behaviour slips and pass to the teacher at end of lunchtime. (See Appendix 4.)

Rewards

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour policy. Children are rewarded for good behaviour at playtime in the same way as the rest of the day through Dojos.

Confiscation of child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts a child's attention from learning, promotes inappropriate behaviour or is perceived by a member of staff as being dangerous will be confiscated. Under the general power to discipline (**see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details**) a member of staff is able to confiscate, retain or dispose of a child's property. All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent/carer. Items which are deemed to be dangerous may be kept by the SLT for further investigation.

Exclusions

Room for Improvement

Children who do not behave in the agreed manner in class, around school or at playtimes and lunchtimes can be put in the room for improvement at lunchtimes after the staff member has followed the behaviour system. Whilst in the room for improvement children focus their attention on reflecting on their behaviour and what they would do differently next time. They may decide to write a letter of apology or consider different strategies on how they can manage their emotions/anger in a more appropriate way. Parents are contacted to explain why their child is missing their lunchtime break. Children's initials are placed on the staffroom notice board, so that the SLT member knows who to expect in the RFI. Children are logged in the RFI file.

Internal exclusion

At Luddendenfoot Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. An internal exclusion may also include a day attending another school that is part of the Brighter Futures Academy Trust. This action would be discussed with parents.

External exclusion

In cases of repeated disruption or on occasions of high-level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Head Teacher or in their absence a member of the SLT can exclude a child for a fixed term. This is not a decision taken lightly and will have been

reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Head Teacher or member of the SLT.

Finally, and in the last resort the Head Teacher can use permanent exclusion. This will be in response to extreme or repeated high-level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Calderdale's guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with exclusion.

EYFS

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. The positive approach to behaviour management in line with the school's policy is followed (See above) however consequences are age appropriate. Once routines and rules have been established children who choose not to follow them are given a verbal warning and move their bee onto the warning hive. This visual cue encourages children from an early age to take responsibility for their behaviour. If they repeatedly make the wrong choices they move their bee to the time out hive and are given time during their lunchtime play to reflect on their behaviour and what they could do differently next time. Staff consistently encourage children to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception the class teacher will contact the parents of any children who are persistently on the time out hive to discuss home school behaviour management strategies.

Children with special educational needs

We expect all children to abide by the Luddendenfoot Academy School Code of Conduct. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties on School Support or School Support Plus of the SEND Register may:

- Have regular meetings with their teacher and parents/carers.
- Be placed on a behaviour chart or contract by the Head of School. A decision is made involving the child, Head Teacher and parents as to when the child is removed from a chart. This is usually done over a period of time.
- Have targets for behaviour on their IEP or have an Individual Behaviour Plan as deemed appropriate.
- Meet regularly with the Head Teacher to discuss progress toward targets.
- Parents and families will be kept informed of their child's progress through regular meetings.

Children who have an Educational Health Care Plan (EHC Plan) may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Luddendenfoot, however the Head Teacher, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Governors each term.

Identifying and recording difficulties

- Behaviour logs are located in each class file in the classroom to keep records of all incidents involving inappropriate behaviour (See Appendix 2.). Incidents are updated regularly onto an electronic system called CPOMS.

Recording of strategies for improvement

- The class teacher and Head Teacher record targets for the child on his/her Individual Education Plan or Individual Behaviour Plan (IBP) if the child is on the School Support Register.
- Children may be put on a behaviour chart to monitor daily progress, which is shared with parents.
- Reports from Educational Psychologists, etc. will assist staff in managing child behaviour and raising self-esteem.

Evaluation Criteria

Child behaviour has improved if:

- The child consistently achieves his/her IEP/IBP targets.
- The child no longer requires a weekly behaviour chart.

Review date – September 2020

Appendix 1 - Consequences for a range of negative behaviours.

Code	Negative behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2
C3	Violence towards another pupil
C3	Dangerous reckless behaviour
C3	Bullying incident
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

We have divided inappropriate behaviour into categories. (Positive praise strategies we be deployed prior to warnings been given where at all possible.) Examples are as follows:

Warning – prior to consequences.	Behaviour management dialogue/strategies
<p>Warning- rule reminders A warning can be given to an individual and also a group/class. Blanket warnings can be given for: Chewing Swinging on furniture Shouting out General low-level disruption</p> <p>Where the behaviour is particular to one student a blanket warning cannot be given, for example: Poor levels of work Talking to another pupil across the classroom Distracting others</p>	<p>'Pupil x you are talking. If you choose to keep talking that is a C1'</p> <p>State what is happening and give rules reminders.</p> <p>Try and identify behaviours that is proactive/positive</p> <p>You do not have to record this.</p>
<p>C1 First negative behaviour following the warning (rule reminder)</p>	<p>'Pupil X you have continued to talk across the class, you are now on a C1.'</p> <p>Mark the moment the poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well and following the classroom rules.</p> <p>Who issues this sanction? This is recorded in the behaviour file by the adult dealing with the situation, but no further action is required at this stage.</p>
<p>C2 Second negative behaviour</p>	<p>'Pupil X you have continued to talk you have moved onto C2.'</p> <p>When you have given the verbal comment try speaking privately to the child. Getting down to the child's eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or non-verbal refocusing is useful.</p> <p>Who issues this sanction? The child is issued with a 15 minutes break loss, this could be morning playtime,</p>

	lunchtime or 15 minutes in the playground.
C2 3 C1 incidents in a day. 6 C1 incidents in a week.	When a pupil has received 3 C1 incidents in a day they will be issued with a C2- as above
C3 Third negative behaviour	<p>'Pupil X you are on the verge of leaving the lesson because you are not behaving reasonably and following my guidance.'</p> <p>Remind the child that it is their choice to not follow the rules and what rule they are breaking. Offer them solutions on how they can alter their behaviours:</p> <ul style="list-style-type: none"> - set time makers for completing work 'You are here now and when I come back you should be here' mark with the time. - moving seats- if this is possible - offer different activities -ask them to take a minute to think about their behaviour. <p>Who issues this sanction? Staff member refers child to a member of the SLT if required.</p> <p>SLT member will have a verbal conversation with the pupils and parent/carer can be spoken to be class teachers or SLT member if needed.</p> <p>Sanction- Room for Improvement Initials of child and class should be added to the staffroom board and staff member leading the RFI should text parent/carer to make them aware of the sanction. If timeout is needed immediately then follow the above sanction at the time of the incident. If a situation cannot be de-escalated then sanctions under C4 will be implemented to prevent harm.</p> <p>Once a child has received 3 C3's and SLT member will need to speak to the child and parent/carer/ A behaviour chart may be put into place at this stage.</p>
C4 Consistent episodes of negatives behaviours Immediate C4 for health and safety	A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety.

	An internal exclusion used to deescalate the situation and prevent the conclusion of the behaviours.
C5 Immediate threat to others	<p>If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion.</p> <p>A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.</p>
C6 Permanent exclusion	<p>A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff.</p> <p>This is as a last resort and in extreme circumstances.</p>

Luddendenfoot Academy - C1 BEHAVIOUR FORM

W/C:	C1 Mon	C1 Tue	C1 Wed	C1 Thurs	C1 Fri	Total (6 =C2 text home)	Any comments

Luddendenfoot Academy School Behaviour Log – C2 and above.

Appendix 3

Name	Date	C Level	Behaviour	Action	Incident dealt by..	CPOMS

Appendix 4

Name of Child _____ C1/C2/ Date _____ Behaviour _____ Action _____ Member of Staff _____
Name of Child _____ C1/C2/ Date _____ Behaviour _____ Action _____ Member of Staff _____
Name of Child _____ C1/C2/ Date _____ Behaviour _____ Action _____ Member of Staff _____
Name of Child _____ C1/C2/ Date _____ Behaviour _____ Action _____ Member of Staff _____