**BRINKLEY GROVE PRIMARY SCHOOL**

|  |
| --- |
| **Positive Behaviour Policy Incorporating Written Principles Statement****September 2020****Author: Headteacher****Biennial** |



|  |  |
| --- | --- |
| Adopted by Governors on the Standards Committee | September 2020 |
| Recommended Review Date | September 2022 |

**Statement of Behaviour Principles**

**Vision:** For all our children to succeed to the very best of their ability and to feel cared for, valued and trusted with responsibility. This is brought about by working together to make Brinkley Grove a stimulating, challenging and effective school where the children’s interests always come first.

**Aim**

At Brinkley Grove Primary School, we encourage children to follow the rules in the school by promoting a spirit of co-operation which leads to self-confidence, self-respect and self-discipline.

Children are encouraged to work to the best of their ability, take pride in their work and to reach for excellence. Children are expected to show tolerance and respect for others and be polite and helpful so that they can be patient, caring and selfless as they approach adulthood.

Everyone should be able to benefit from what the school has to offer by being free from any form of discrimination or oppression. We are all different but equal. Any discrimination in the school will be dealt with quickly and efficiently in line with our Equal Opportunities policy.

**Behaviour we are promoting:**

Being caring

Resilience

Empathy

Self – challenge

Curiosity

Respect

Independence

Safety

**Brinkley’s School Rules**

1. Be kind
2. Be polite
3. Show respect

**Rewards for Good Behaviour - general approach**

At Brinkley, we take a positive view of behaviour and recognise the importance of good behaviour.

We use a range of rewards in EYFS

* verbal praise
* stickers
* certificates for collecting stickers for good behaviour
* traffic light system whereby children have their name put on the green spot for good behaviour
* whole class golden time for collecting 20 gold stars for positive behaviour

We use a range of rewards within the school from Year 1 to Year 6:

* ‘Class Dojo’ points for positive behaviours
* Non-verbal rewards and verbal praise
* Individual rewards for Dojo points earned, e.g ipad time
* Stickers
* Star of the week

Whole classes can also be given rewards:

* An extra playtime outside
* A choosing time / Golden Time
* A fun activity, e.g heads down, thumbs up

We believe that good behaviour is not only noted but is praised and shared:

* Teacher might speak to parents directly
* Teacher might write a note or send a postcard home to parents
* Headteacher might send a letter home

**What is Class Dojo?**

Class Dojo is an online behaviour management and communication tool for the classroom ([www.classdojo.com](http://www.classdojo.com)). Each student has a record of what points they receive (and what they were awarded for), complete with their own avatar, to which teachers can assign positive points or dojos throughout the day. These are recorded electronically and positive points are celebrated publicly. ‘Needs work’ points are noted electronically but children do not lose any points for this.

The system encourages parental involvement as parents may download a version of the system to a smart phone which allows them to view their child’s points in ‘real time’.

**Class Rewards**

Each teacher can set their own rewards for children in their class receiving points. Points will be monitored on a Friday afternoon and children can receive the class reward if they have received enough points, e.g. 15 points - 15 minutes free ipad time; 30 points-10 minutes extra playtime.

All teachers, from Year 1 to Year 6, will encourage positive behaviour through Class Dojo. The desired behaviours will include:

* Being kind
* Using classroom voices
* Ready to learn
* Following instructions
* Good manners
* Listening
* On task
* Playing sensibly
* Respecting property

**Consequences of Undesired Behaviour**

Brinkley Grove takes a positive approach to behaviour management. When a child shows undesirable behaviour or breaks the school rules, then the consequence of their actions will be explained. We will make sure the child understands the reason he/she is in trouble, why the behaviour was unacceptable and its effects on others in the school. Strategies to avoid the behaviour repeating itself will also be explored.

It is important that the discussion is immediate. It is important that the child knows it is the behaviour that is unacceptable, not the child themselves. Pupils need to be aware that negative consequences are a natural outcome of misbehaviour. Misbehaviour can take two forms: non-disruptive and disruptive.

**Non-disruptive behaviour** is not as easy to recognise or respond to. The pupil is not disturbing others but is not paying attention or following instructions either. It should not be ignored but neither should it have an immediate consequence. The child should be redirected first. We take a stepped approach to this:

* Non-verbal warning
* Physical proximity
* Moving seats
* Mention the pupil’s name in an instruction or in the course of your teaching
* Praise someone close to the pupil for doing the right thing
* Mark electronically on Class Dojo

**Disruptive behaviour** means that a pupil is preventing staff from carrying out their duties or preventing other pupils from learning in a safe and relaxing atmosphere. It is obtrusive and hence, easy to recognise. This will result in an immediate consequence:

* Non-verbal warning
* Verbal warning
* Marked on Classdojo
* Limited choice (for example “You can work here on this table or in Ms X’x class”)
* Appropriate consequences
* Sent to Headteacher

**Pupils may be sent straight to headteacher / senior teacher if a school, class or playground rule is deliberately or persistently broken, resulting in another child getting hurt or persistent and deliberate disruption/defiance, etc.**

**Every room has a blue and red card available that can be used to alert a member of the SLT that they are in a situation they need support with. A blue card is used of a member of staff needs support with behaviour and a red card is used to alert a senior teacher to a serious incident. As soon as this card is seen, a member of the SLT will go to the aid of the person who sent the card down to the office.**

Once a child has been spoken to by a senior teacher, that teacher will phone the parent to explain the concern.

If the situation still doesn’t improve, a letter will be sent home informing parents of the unacceptable behaviour as a repeat of the behaviour may lead to a fixed term exclusion.

Repeat of unacceptable behaviour may lead to a pupil-planning meeting, where the behaviour will be further assessed and strategies put in place. This is known as a “consistent management plan” and will be shared with all staff that will be working with that child/ren.

If the behaviour persists, the school may consider permanent exclusion. A letter will be sent to parents, informing them of the details of the exclusion and a meeting will be arranged.

**It is expected that most disruptive behaviour will not proceed to permanent exclusion. We always work with children and their families to encourage good behaviour and this means that we rarely have to use fixed term exclusions. Occasionally, as the DFE acknowledges, there may be circumstances where, for a serious offence (including violence), it is not appropriate to follow the ‘prior alternative strategy’. In these cases, the school will immediately exclude the pupil from the school (following guidelines).**

**Working with Parents**

The school takes the home/school agreements very seriously and tries very hard to ensure that families feel comfortable to come into school and to work with us to ensure children are happy. Occasionally, it can be that their child is behaving in a way that is stopping others from feeling safe and happy and we would seek to work with families to discuss ways forward.

We seek to keep parents informed through Classdojo and through our rewards’ system and to highlight problems if they recur, normally through a phone call or meeting.

We always work from the approach that it is the child’s behaviour that is not acceptable, not the child, and work hard to ensure that parents have a realistic picture of their child’s strengths and development needs in terms of attitudes and behaviour, as well as academic matters.

If a parent is finding behaviour management difficult at home, we welcome them in to discuss this with a member of staff so that some strategies can be discussed and there is a consistency between home and school. Teachers can be messaged through Classdojo but parents need to ensure that they are being polite and respectful. This will only be available during the school day, 8am-4pm. If a serious matter needs to be discussed, a meeting should be arranged through the office.

We encourage parents to help their child to deal with school by making sure that they have enough sleep, have breakfast every day, bring water to school to drink and encourage healthy eating. Children, who are over-tired, thirsty or who have eaten a lot of ‘junk’ food, find it harder to cope.

Behaviour Policy Amendment in response to Covid-19

Brinkley Grove Primary School has reviewed Annex A (Behaviour Principles) of the Planning Guidance for Primary Schools issued by the Department of Education.

All children and staff have experienced trauma and loss since the beginning of this current pandemic (COVID -19). There has been significant loss of routines, structure, opportunities and freedom.

Relationships, friendships and social interaction have been significantly affected. For some children and staff, this could trigger a trauma response.

The return to school for some of our children could also induce feelings of stress, due to the new routines and changed environment. Many may experience separation anxiety, due to the prolonged period at home with their parents.

All staff in schools need to be aware of this and adapt our responses accordingly. We will need to constantly model and coach around these new expectations, behaviours and routines, and always reassure and reframe any negative perceptions.

Where possible and within the limitation of the COVID-19 secure school environment, staff will continue to use the Essex Steps Therapeutic approach implemented September 2019.

We know that all behaviour is communication and when we are seeing behaviours indicative of a stress/trauma response (such as increased irritability, activity, withdrawal, non-compliance, all attention needing behaviours), we should always be using the Steps approach to label, acknowledge and validate the feelings and behaviours we are seeing and the possible reasons for those.

We ask all staff to then seek to reframe and reinforce the positive behaviours we wish to see, leading by example at all times.

Complex and unsafe behaviours

Challenging, complex and unsafe behaviours (“behaviours of concern”) are an indicator that children need support to be included in our schools.

Complex and unsafe behaviours involve a very small proportion of children.

As some of the strategies we use for de-escalation and to support positive behaviour cannot be used in the current circumstances (COVID -19), an individual risk assessment will be made for a child where the risk of complex unsafe behaviour is likely.

Such unsafe behaviours include:

* Spitting, licking and biting
* Physical aggression involving skin to skin contact
* Absconding
* Serious emotional distress caused by the need to maintain social distancing

This may include pupils:

* who have an individual behaviour or communication plan
* where the school deems it to be necessary due to behaviour of the pupil before the COVID- 19 pandemic.

The risk assessment will be discussed and agreed with parents prior to returning to school. Where it is deemed that a child is too high a risk to come into school and keep themselves and others safe, the school will work with the parents and child to support a gradual transition into school at an appropriate time when routines have been established at school.

It is important to note that children’s engagement in behaviours of concern can change over time.

Reasonable Adjustments

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy and will take effect from June 1st, 2020 until the end of this academic year.

All staff are expected to teach and model the new behaviour expectations using the Steps approach and to support positive behaviour in line with our stated principles.

If pupils display any of the following behaviours, Parents / Carers will be contacted, and the provision and approach discussed. Where we are unable to reduce the impact and risk of the behaviour the indicated sanction will be used.

|  |  |  |
| --- | --- | --- |
| Behaviour | Action | Sanction |
| Not following school instructions on hygiene, such as handwashing and sanitising | Adults to model and more closely supervise.Parents informed and provision and approach discussed. | Should this become persistent, a warning letter issued. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school. |
| Running away from adults to access out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances. | Adults to explain the reasoning and de-escalate using appropriate strategies.Parents informed and provision and approach discussed. | Should this become persistent, a warning letter issued. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be inschool. |
| Not following designated routes around school. | Adults model correct movement around the school. Parents informed and provision and approachdiscussed | Should this become persistent, a warning letter issued. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be inschool. |
| Spitting, licking and/or biting others.Physical aggression involving skin toskin contact. | Remove other children and adults to a safe distance.Parents informed and provision and approach discussed.Contact the parents of the child and the child who has been spat at. | The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be inschool. |
| Deliberately coughing in the direction of other pupils and/or adults. | Remove other children and adults to a safe distance.Parents informed and provision and approach discussedContact the parents of the child and the child who has been coughed at. | The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be inschool. |
| Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a pupil saying, “Your mum has coronavirus.” | Explain to the child why what they have done is inappropriate.Parents informed and provision and approach discussed.Speak to the child who has been affected.Contact their parents. | A warning letter issued. |