

Policy for Positive Behaviour



Reviewed by Jason Millington

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Positive Behaviour Policy

Aims

This policy aims to ensure that there is an agreed and shared philosophy that promotes an ethos of positive behaviour amongst the entire school community including children, parents and carers and school staff.

At Buildwas Academy we believe in three core values, Respect, Kindness and Honesty. Through these core values we aim to create a welcoming and supportive community where everyone (adult or child) feels valued, respected, happy, safe and confident.

In our school we believe that for children to behave in a positive way they need to feel responsible. We understand that they may need leading, supporting, encouraging and instructing within a positive environment. They may need to be taught appropriate behaviour.

The 5 Rs

The framework of our policy is based upon our three core values and we reflect on these within the 5Rs:

- Rules / Rights / Responsibilities / Routines / Relationships

Every adult and child within the school community has a responsibility to follow this policy.

Rules

Every society, organisation, club, family and school operates on a set of rules or values. These could be explicit or implicit, published or not. In our school we choose to make our values of Respect, Honesty and Kindness explicit.

Rights

Following the values gives every member of the school community the right to feel safe and secure at school regardless of race, orientation or religion. Pupils and staff have the right to move around the school freely and the right to use and share school equipment safely. In order for people to enjoy these rights, the values need to be understood and expected.

Responsibilities

Responsibility is when we make informed choices about our behaviour and take control of our actions. We choose to follow the rules because we understand that they keep us and others safe. Through everyone reliably taking responsibility for their behaviour - all adults and children - and through adults using a consistent model for behaviour, our environment will be safe and positive.

Routines

In respecting children's routines, adults will be mindful to effectively plan activities and to manage change carefully thus supporting positive behaviours in children and growing their psychological wellbeing.

Relationships

Positive relationships are pivotal to rights and responsibilities being understood by everyone within the school community. Relationships between parents, staff and children must demonstrate our core values.

Reward and Consequence

Positive Consequences

We praise children who demonstrate kindness, honesty and respect. In addition we seek to build the positive learning behaviours of resilience, perseverance and enthusiasm and these qualities are equally praised. There isn't a one size fits all approach and personal growth can be seen in a variety of ways.

We celebrate behaviours by:

- Moving children onto the Silver and Gold sections of the board. Gold behaviour means that children can collect a prize from the prize box
- Awarding house points which are gathered collectively
- Praise Postcards will be sent home throughout the half term. Any member of staff can nominate a child and place their nomination on the board in the office. The office staff will then send home a Praise Postcard, to congratulate the child
- Class Manner Jar; each class will have a manner jar displayed either electronically or a physical jar and each tick or pompom will work towards the goal of gaining a prize for the classroom e.g. a book, game, piece of equipment of the classes choice (100 pompoms or ticks equals a prize)
- Thanking children for demonstrating positive behaviours through the use of stickers, small prizes, Class Manner Jar
- Work displayed in the Head of Schools office that focuses upon pupil progress. Any pupils who's work is displayed, will be given a book voucher
- Star of the Week where children will be rewarded with a certificate following recognition from the class teacher. The child has been awarded Star of the Week will also be made VIP and can go to the front of the line, choose items first etc.
- Hot Chocolate Club for children to celebrate Star of the Week achievements
- Remarkable Reader/Wonderful Writer/Marvellous Mathematician award for children who have tried exceptionally hard to improve their reading/writing or who consistently challenge themselves with the books they choose
- Sharing personal achievements during celebration assemblies (Star of the Week)
- Communicating with parents / carers to recognise individual achievements using the school social media channels
- Termly House celebrations (for the house with the largest number of house points)

EYFS

In EYFS staff will follow the school behaviour policy but there will be some leniency for the young children. Verbal warnings will be given and children will be encouraged to talk through the situation. Pre-school school won't follow the red/yellow card system but will have rewards/ time of reflection

Distressed Behaviours

Where a child demonstrates distressed behaviours or chooses not to follow the school rules, a limited choice is given our red and yellow card system will be used. Where there is a risk of safety or distress to the child or others, an adult may intervene, and directive statements or immediate consequences might be enforced. Buildwas Academy supports children with distressed behaviours by using the tools below to help prevent repeat incidents. This helps us to understand and analyse the causes of distressed behaviours and in doing this we can provide strategies to promote positive behaviour choices. We use an array of analysis techniques to explore why distressed behaviours exist including the use of:

- Anxiety mapping (See Appendix 1)
- ABCC (See Appendix 2)
- Pupil, parental and staff voice
- Use of external behaviour support professionals

We focus on the why, not the what, to ensure that we are always working in the interest of long term change and personal development. Buildwas Academy staff believe that children who are in a heightened state need their space to calm before addressing the problem and the appropriate restoration is put in place in order to move forward.

Educational Consequences

In our school everybody has a responsibility to abide by the rules. If a rule is broken then an educational consequence may follow. Consequences are more effective than punishments because the children have to exchange the negative behaviour for the related positive behaviour. This means that learning can happen. When children show signs of distressed behaviour, we begin with less intrusive measures for dealing with the behaviour initially (e.g. tactically ignoring negative behaviour by praising children using positive behaviour statements, non-verbal cues, visual reminders, private verbal reminders, limited choices and directive statements.)

When things go wrong

We believe that children should go through a process of reflection, resolution and repair as this leads to them taking responsibility for their actions. When dealing with a behaviour incident where one of our school rules has not been followed it is the responsibility of the adults in the school to encourage the child to take responsibility for their actions. Our Red and Yellow card system is to support this system.

Reflection and Repair

Part of the way that we encourage children to take responsibility for their behaviour is to give them the opportunity to put right what they have done (repair). Honesty is crucial and we encourage children to always be honest if they have made a mistake.

Children might repair their behaviour in one of the following ways;

- Repairing the physical damage they have caused
- Apologising to another child / adult for the specific behaviours they have demonstrated e.g. I'm sorry that I hit you and left a mark on your leg
- Supporting younger children in the school with their behaviours as a positive role model
- Taking time out to reflect
- Limitation of rights temporarily to supportively change difficult behaviours as part of a behaviour support plan.

Red Cards

Red cards, which are located in each classroom, will be used to alert the nearest member of staff that assistance is required. Appropriate and immediate support will result.

Inappropriate Behaviour

Defining Inappropriate behaviour

Certain behaviours may warrant more decisive action to be taken due to the nature of the act.

Below is an example list but this is by no means exhaustive;

- Physical behaviour e.g. causing injury to another child or adult
- Bullying (as defined in our anti-bullying policy)
- Racism / Homophobia
- Deliberate damage to school property
- Persistent refusal to follow instruction from an adult making adults and other children feel unsafe.

Suspension

In the above situations the Head of School may have to consider more serious measures sooner. This could involve contacting the parents and may include the writing of a personal behaviour support plan or in extreme cases either a fixed-term (suspension) or permanent exclusion. Suspensions are exceptionally rare at Buildwas Academy and are used as a last resort. Please refer to national guidelines regarding the use of exclusions for further information

<https://www.gov.uk/government/publications/school-exclusion>

Behaviour Support Plans

A behaviour support plan is a process agreed by the staff, children and parents. It will usually target no more than three distressed behaviours and will put in place strategies to support the child to achieve positive behavioural outcomes. It will detail any changes in routines, timings, locations and adults to support positive behaviours. A behaviour support plan is shared with all relevant staff. Relevant staff hold a collective and individual responsibility to read, respect and follow behaviour support plans to ensure consistency for the child. This will give the child the best chance to succeed.

Physical Restraint (linked to our Positive Handling Policy)

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief restrictive physical intervention that is un-resisted after a few seconds. The safety and well-being of all staff

and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Card System

RED CARD

THINGS THAT WILL MOST LIKELY EARN YOU A RED CARD...

- FIGHTING
- BULLYING
- DISRESPECTING STAFF
- DAMAGING PROPERTY
- CAUSING DANGER TO OTHERS (INCLUDING STAFF)
- BAD LANGUAGE
- 2 YELLOW CARDS

IMMEDIATE RED CARDS CAN BE GIVEN FOR ANY OFFENCE THAT STAFF THINK IS SERIOUS - IT DOES NOT HAVE TO BE ON THE ABOVE LIST.

A RED CARD WILL NORMALLY RESULT IN THE REMOVAL OF PLAYTIME OR OTHER PRIVILEGES FOR THE PUPIL FOR ONE OR MORE DAYS DEPENDING ON THE SEVERITY OF THE OFFENCE. ANY RED CARDS ISSUED WILL BE LOGGED.

YELLOW CARD

THINGS THAT WILL MOST LIKELY EARN YOU A YELLOW CARD...

- ROUGH PLAY (TOY FIGHTS, PUSHING, PULLING, ETC)
- LEAVING OTHERS OUT OF GAMES/RUINING OTHER PEOPLE'S GAMES
- NOT CARRYING OUT STAFF INSTRUCTIONS
- TAKING TOO LONG TO LINE UP
- LEAVING THE PLAYGROUND WITHOUT PERMISSION
- HANGING AROUND INSIDE THE CLOAKROOMS/TOILETS
- LITTERING
- RUNNING THROUGH THE CORRIDORS

THIS IS NOT AN EXHAUSTIVE LIST AND STAFF MAY ISSUE A YELLOW CARD FOR OTHER REASONS

A YELLOW CARD WILL NORMALLY RESULT IN A PARTIAL LOSS OF PLAY TIME OR OTHER FORM OF "TIME OUT". THIS CARD ONLY STAYS WITH THE PUPIL FOR THE DAY. RECEIVING A SECOND YELLOW CARD IN THE SAME DAY WILL RESULT IN A RED CARD.

GREEN CARD

THINGS THAT WILL MOST LIKELY EARN YOU A GREEN CARD...

- GOOD LISTENING
- BEING POLITE
- STAYING ON TASK
- BEING KIND
- BEING HELPFUL
- USING YOUR MANNERS
- BEING A GOOD FRIEND

THIS IS NOT AN EXHAUSTIVE LIST AND STAFF MAY ISSUE A GREEN CARD FOR OTHER REASONS

SILVER CARD

THINGS THAT WILL MOST LIKELY EARN YOU A SILVER CARD...

- BEING A FABULOUS FRIEND
- BEING A TEAM PLAYER
- DEMONSTRATING A POSITIVE ATTITUDE
- BEING BRAVE
- DEMONSTRATING A GROWTH MINDSET

CHILDREN IN EYFS AND KEY STAGE ONE WILL BE AWARDED A SILVER SUPER STAR STICKER, CHILDREN IN KEY STAGE TWO WILL BE AWARDED A SILVER STAR, WHICH WILL BE ADDED TO THEIR SILVER STAR CHART. ONCE THEY HAVE COLLECTED TEN SILVER STARS, THEY WILL BE ABLE TO CLAIM A PRIZE.

THIS IS NOT AN EXHAUSTIVE LIST AND STAFF MAY ISSUE A SILVER CARD FOR OTHER REASONS



GOLD CARD

THINGS THAT WILL MOST LIKELY EARN YOU A GOLD CARD...

- **FOR BEING EXTREMELY BRAVE**
- **FOR BEING A PHENOMENAL FRIEND**
- **FOR AN EXTREME ACT OF KINDNESS**
- **FOR EXEMPLARY MANNERS**

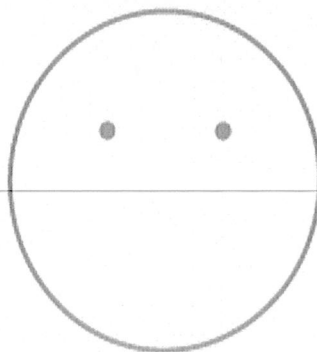
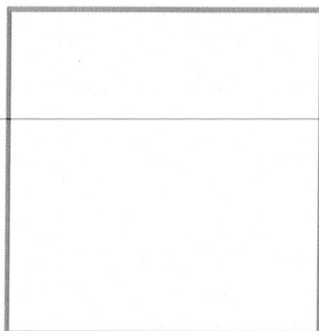
**THIS IS NOT AN EXHAUSTIVE LIST AND STAFF MAY
ISSUE A GOLD CARD FOR OTHER REASONS**

Appendix 1:

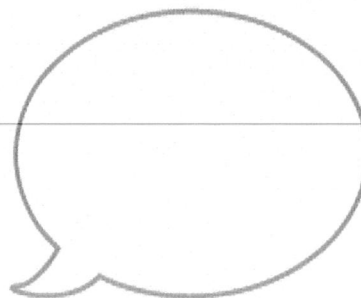
Anxiety Map

**What might your face look like
when you feel anxious?**

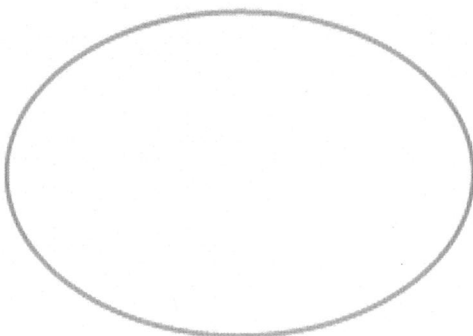
How might you behave?



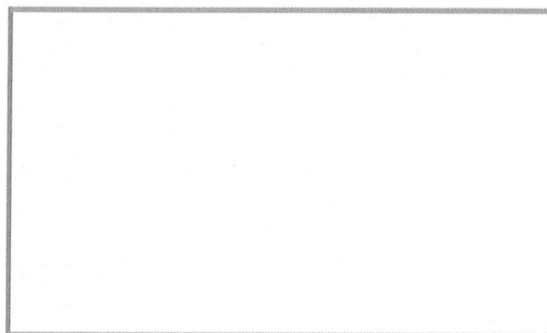
What might you say?



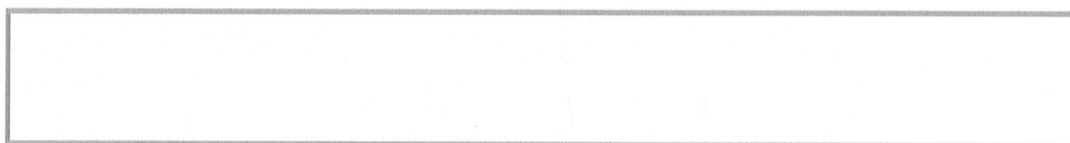
What happens in your body?



What is your anxiety trying to tell you?



How do you manage your anxiety?



What might help when you're feeling anxious?



We hope you find the information on our website and resources useful. This resource is provided for informational and educational purposes only. It is intended to offer general information and should never be taken as professional advice on mental health. As information on mental health is complex and is a developing area, we do not warrant that the information provided is correct. You should not rely on the material included within this resource and we do not accept any responsibility if you or your children do. It is up to you to contact a suitably qualified health professional if you are concerned about your mental health or the mental health of your children.

Appendix 2:

ABCC chart: a way of problem-solving

A What triggers can I take away or Where? Who with? When? Why? What led up to the behaviour or incident? What was happening just before?	B Write down what actually happened. Write what you saw or heard.	C What happened next? What did you do? What did s/he do? What did other children do?	C What was the child trying to communicate with their behaviour? What was the child having difficulty with? What do I think was causing the behaviour?	Risk assessment Prioritise behaviour Red Amber Green Consider risk to children, staff, property

What triggers can I take away or

What do I want the children to do instead?

Any accidental rewards? How will I encourage the behaviour I like?

What was the child trying to tell me with how they were behaving?

