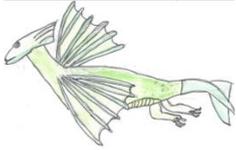
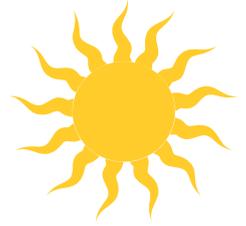


BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



POSITIVE BEHAVIOUR MANAGEMENT POLICY

January 2022

This policy has been updated to reflect the current Covid-19 period This revision will include re-affirming our expectations and any sanctions we will be making when the expectations are not being met.

Staff Consulted:	12 th January 2022
Approved by Governing Body:	24 th January 2022
Next Review Date:	January 2023

Boreham Primary School Positive Behaviour Management Policy

Aims and Expectations

We are a friendship school that cares about all those in our community. All the staff of the school, both teaching and non-teaching, are very conscious of their pastoral responsibilities. High expectations and the happiness and well-being of the children are at the centre of our vision.

It is a primary aim of Boreham Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. Standards of achievement are very important to us. We put great store by hard work, caring attitudes, honesty, truthfulness, loyalty and pride in ourselves as well as in our school.

The school behaviour policy is therefore designed to support the way in which all members of the school can learn and work together in a supportive way and it reinforces the core values of the school. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is to promote excellent relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At Boreham Primary School we always seek to promote positive behaviour. Each classroom has a copy of the school's values, (excellence, determination, courage, equality, friendship and inspiration), on display. In addition to this each class produces a class charter at the beginning of the academic year which is signed by all the pupils and adults who work within the class. The class teacher refers to these whenever possible so that they are constantly reinforced for the children. The school expects every member of the school community to behave in a polite and respectful way towards others. We treat all children fairly and apply this behaviour policy with consistency. Children who are on the SEN register are encouraged to demonstrate positive behaviour within the limits of their ability and may have individual targets set to help them with achieving this. The children are encouraged in class to earn house points for polite and respectful behaviour both towards their peers, class teacher and other adults within the classroom and around the school.

Our behaviour policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. It is designed to promote excellent standards of behaviour, rather than merely deter unacceptable behaviour.

During the Covid-19 period, there **may be occasions where** pupils will be expected to follow new rules, and they will be given clear information about new procedures.

Pupils **may** be expected to follow new procedures in relation to:

- arriving at school and leaving at the end of the day
- following instructions on who they can socialise with at school **and if placed within a class/year group bubble, they will not be able to** spend time with anyone from another bubble group
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- following school instructions on hygiene, such as handwashing and sanitising
- expectations about sneezing, coughing, tissues and disposal and avoiding touching their mouth, nose and eyes with hands
- telling an adult if they are experiencing symptoms of coronavirus
- following new rules about sharing any equipment or other items including drinking bottles
- **following** new expectations about breaks or play times, including where children may or may not play
- **following** new rules about lunchtimes in school

Rewards

We praise and reward children for modelling and exemplifying appropriate behaviour in a variety of ways:

- All members of staff actively encourage respectful and polite behaviour. Children are awarded house points, class dojo points and stickers when staff see examples of respectful and polite behaviour. Class teachers will reward children specifically for modelling and exemplifying appropriate social distancing behaviours via class dojo **as and when necessary**.
- We celebrate the achievements of children either for consistent good work or behaviour, to acknowledge outstanding effort and where acts of kindness and thoughtfulness have taken place in school during our weekly star assembly where star and values certificates and head teacher awards are presented.
- The weekly newsletter also celebrates children's achievements both in and out of school.
- Year 6 children are awarded Prefect badges as recognition of their position as role models for the rest of the school. In addition to this all Year 6 pupils are given added responsibility as top buddies.

Bullying

The school does not tolerate bullying of any kind and children are expected to keep their hands, feet and objects to themselves. If we discover that an act of bullying or name calling has taken place, we will investigate the incident and act immediately to stop any further occurrences of such behaviour. As a school we do everything in our power to ensure that all children attend school with a happy and positive attitude. (See Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Some staff have undergone restraint training to deal with these situations. The actions that we take are in line with government guidelines on the restraint of children.

The role of the children

All children are expected to be ready for learning following class transitions and when lining up outside following break/lunch times. We expect children to move calmly, quietly and sensibly around the school. All children are expected to consistently follow their agreed class charter and the school's **seven** values. All children are expected to be kind and courteous to all staff and visiting adults within the school building such as holding open doors, and saying good morning.

Each year every pupil in Year 6 **receives** training **from an external provider to** become a Buddy Mentor.

The role of staff members

All members of staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability in an environment where everyone feels safe and valued. Adults treat each child with respect, fairness and understanding and implement the school values and classroom charters consistently. The teacher treats all children in the class with respect and understanding, and are encouraged to praise children for modelling appropriate behaviour which also includes awarding **class dojo points, house points**, stickers, star **and values** certificates and Headteacher awards. Our school staff are committed to an approach named Trauma Perceptive Practice (TPP), which supports our staff to understand behaviour and support emotional wellbeing.

If a child misbehaves repeatedly in class, the class teacher will use a range of reasonable sanctions. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the senior leadership team (see our sanctions system).

All staff are expected to actively promote the school values, class charter and good learner statements. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class e.g. during circle time.

Members of staff are expected to liaise with external agencies, as necessary, in order to support and guide the progress of each child. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in their class.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher only has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial

behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school, as set out in the Home/School agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If the concern remains, they should refer to our complaints procedure.

The role of Governors

The Headteacher has day-to-day authority to implement the school Positive Behaviour Management policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teachers monitor classroom and playground incidents. The Headteacher records those incidents where a child is sent to them on account of inappropriate and unsafe behaviour. Any incidents that occur at lunchtimes are reported to the Senior Midday Supervisor and the Headteacher. The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

Parents are encouraged to comment on behaviour, bullying, child welfare and safety in our annual questionnaire. Groups of pupils across the school are interviewed by the Headteacher throughout the year and are also consulted during buddy assemblies.

This policy will be reviewed every two years.

MANAGING DIFFICULT BEHAVIOURS - a whole school approach

Class teachers' and other adults' preferred strategies

In the first instance teachers and additional adults will use their own preferred strategies. These may include the following:

Consistently applying Boreham Primary School's agreed approach, **stop, look, and listen** and our special safeguarding rule, **Hurt body? Hurt feelings? Tell a grown up.**

Class Rules

Each class agrees a class charter at the beginning of the year that helps reinforce the culture of the school which requires hard work and a positive attitude to achieve success. These charters are displayed in class, on a whole school display and in the Headteacher's office. All staff in school also refer to our seven school values, as well as the school's 'Good Learner Statements', as and when appropriate to support the promotion of positive behaviour.

5 to 1 Rule

This is rewarding Positive Behaviour with praise, using the 5:1 rule i.e. five positive statements to 1 correction. According to Ferdinand Forres in *'Why Employees Do Not Do What They Are Supposed To,'* a key leadership motivator is praise. In the book *'The Intelligent School'* teachers are described as educational managers with a broad constituency of children, learning assistants and families.

Being a positive role model

Positive modelling: adults set a good example of behaviour and courtesy to one another as well as to all pupils and parents.

Using peers as positive exceptions: highlighting positive behaviour in the form of proximity praise, e.g. to the child sitting quietly, 'Blah is sitting very nicely, he/she is obviously ready, well done.' Blah is sitting next to a child who requires correction rather than overtly confronting this child in the first instance. Immediate praise once a child displays expected actions reinforces positive reminders.

Reprimands

Reprimands: these should be specific, describe the unwanted behaviour clearly, used sparingly and always followed up. The adult must close any issue between themselves and the child. The closure must clearly show the adult to be in the leadership role within the school.

('Follow through.' Seeing all incidents through to their natural conclusion)

ESSENTIAL FACTORS IN CLASSROOM MANAGEMENT

(From The Essex Approach: Promoting Positive behaviour, Essex County Council Learning Services.)

Teachers

- know their pupils as individuals
- continually observe or 'scan' the class
- are aware of and control their own behaviour, including stance, tone and voice
- ensure work is appropriate to pupils' abilities
- set clear goals
- are positive
- make sparing and consistent use of reprimands
- give clear presentations
- give clear requirements of pupils e.g. at times a quiet but firm statement preceded by 'I want.....and ending inthank you.' presupposing compliance
- give clear instructions
- handle misbehaviour quickly and calmly e.g. with a low threshold response: '**What are you supposed to be doing? Where are you supposed to be?** This technique requires a response to the question instead of an emotional defiance of an instruction. The process of answering the question re-focusses the pupil back to the task and distracts away from conflict
- go back to the child after some take up time has elapsed so that they can praise the child / or follow through with a consequence
- start lessons on time
- minimise interruptions.

Natural Consequences

At Boreham School there are consequences to inappropriate behaviour. There are no specific punishments for specified misdemeanours only a range of strategies that the staff employ, from a reprimand, **loss of privileges**, time-out. Each case is treated according to its merits and the response will vary from individual to individual. Severe infringements of the school codes of conduct may result in a **severe verbal reprimand** from the Headteacher followed by consequences relating to the case e.g. contact with parents, discussion with the SENCO relating to SEN provision, a **focus meeting**, contact with outside agencies.

Focus Meeting

A **Senior Leadership strategy meeting** regarding a defined problem which requires more detailed analysis and a structured response e.g. with regard to an individual who may warrant further special needs support, finding positive ways to deal with a difficult parent or family who are inhibiting a child's educational entitlement.

Refocussing Time / Calm Down

A quiet reminder may address low-level challenges to teacher instruction. However, prior to any further escalation, an instruction can be followed by take up time. Take up time can be most useful to define any further inappropriate behaviour.

'What are you supposed to be doing?'

This places the responsibility on the child as they have to verbalise their understanding of the task in hand thereby admitting they know what they should be doing but are choosing to do otherwise

Once the child has replied appropriately

'Carry on with your work, I will be back in a few minutes (choose number) to check your work, thank you.

If the child's response indicates they are unclear the adult can then repeat the task, clarify any misconceptions and again ask the child to carry on with their work telling them they will return in x minutes

I will be over in.....

Incident log/files

All members of staff are expected to record any form of inappropriate/negative behaviour, alleged bullying and any discriminatory behaviours using the schools electronic system, CPOMS. When appropriate, behaviour reflection forms are scanned and uploaded too.

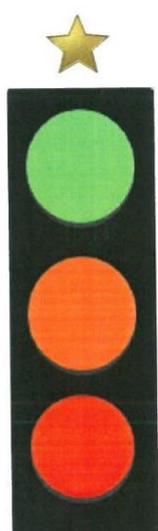
All recorded incidents on CPOMS are monitored regularly by the senior leadership team.

Sanctions Protocol

The school employs a number of reasonable sanctions to remind and reinforce school rules and expectations of excellent behaviour and also to ensure that children can learn and play in a positive, nurturing and safe environment. **All** staff and additional adults within the school are expected to consistently apply the agreed protocols taking into account the correct staged approach.

There may be some consequences that cannot be applied because of Covid-19 restrictions - another suitable consequence should be conducted by the member of staff.

Traffic Light System



Gold Star - Awarded for 'going the extra mile' and recognising children modelling aspects of the 'Good Learner at Boreham' statement.

All pupils begin morning/afternoon on Green. This is the expected behaviour of each child in the class.

Verbal Reminder is given to child and logged. If spoken to again, child's name is moved to Amber.

If the child's behaviour does not improve as expected, child's name will move to Red. This results in the child missing 5 mins of play (morning) or being sent to another member of staff (afternoon). This sanction must be immediate; not later on the following day.

Stage	Types of Behaviour	Key Actions	Appropriate Verbal Strategies
1	<ul style="list-style-type: none"> Calling out or interrupting Distracting others Pushing in the line Not being focused on work Deliberate time wasting Running around class Forgetting to follow specific instructions around social distancing and movement around class and school. Forgetting to remain within their specific bubble group. 	<p>Teacher to follow 'Traffic Light System'. In addition to this:</p> <ul style="list-style-type: none"> Remind child/ren of the agreed class charter / school values/good learner statements Go back to the child after some take up time has elapsed so that you can praise the child / move them back to green / or follow through with a consequence Child to sit away from the group Child is sent back to class if they are working outside of the classroom with another adult and is told to sit in carpet area Borrowing peoples authority Ignore the child if you believe that it is negative attention seeking behaviour. Class Circle Time Social Stories 	<p>'Stop, look, and listen.'</p> <p>'What are you supposed to be doing?'</p> <p>'Are you doing the right thing?'</p> <p>'Where are you supposed to be?'</p> <p>'Blah is sitting very nicely, he/she is obviously ready, well done and put up a house point.'</p> <p>'Carry on with your work, I will be back in a * minutes (choose number) to check your work, thank you.'</p> <p>I will be over in * minutes (choose number)</p> <p>'I want.....and ending inthank you.'</p>
Stage	Type of Behaviour	Key Actions	Appropriate Verbal Strategies
2	<ul style="list-style-type: none"> Repeated occurrence of level one behaviour 	<p>Teacher to follow 'Traffic Light System'. In addition to this:</p>	<p>'You were told that if you continued to (describe type of</p>

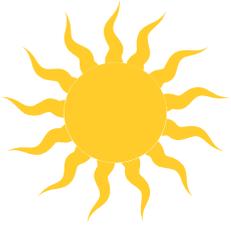
	<ul style="list-style-type: none"> • Answering back • Rudeness or being disrespectful to a member of staff • Swearing at/to each other • Swearing at/ in front of an adult • Rough/boisterous play 	<ul style="list-style-type: none"> • Remind child/ren of the agreed class charter / school values / good learner statements • Go back to the child after some take up time has elapsed so that you can praise the child / or follow through with a consequence • In Year 6 prefect badge to be temporarily taken away • Writing letter of apology • Child is sent back to class if they are working outside of the classroom with another adult and told to sit in carpet area • Borrowing peoples authority • Ignore the child if you believe that it is negative attention seeking behaviour • Class Circle Time • Social Stories • Child sent with work to the DHT • Class teacher to contact parent • Child to complete behaviour reflection form and give to the head teacher themselves. • Recorded on CPOMs. 	<p>behaviour) then you would have to ...'</p> <p>'Who do you think you need to apologise to?'</p> <p>'What do you think you need to do now?'</p> <p>'Carry on with your work, I will be back in a * minutes (choose number) to check your work, thank you.</p> <p>I will be over in * minutes (choose number)</p> <p>'I want.....and ending inthank you.'</p>
Stage	Type of Behaviour	Key Actions	Appropriate Verbal Strategies
3	<ul style="list-style-type: none"> • Throwing objects with intent • Harming someone with intent • Behaviour which puts others in danger • Play fighting which results in someone getting hurt • Throwing food or drink • Stealing • Telling lies • Continuously being rude/answering back/being disrespectful to an adult • Running out of class • Purposely not following specific 	<ul style="list-style-type: none"> • In Year 6 prefect badge to be taken away for extended period of time. • Working on a desk alone • Eating alone • Loss of some playtimes/ lunchtimes • Writing letter of apology • Sent to Headteacher and asked to complete a behaviour reflection form. • Headteacher to contact parent • Focus SLT Meeting • Pre-Pastoral Care / Behaviour Plan • Consider involvement of other agencies • Recorded on CPOMs. 	<p>It is likely that many of these behaviours will involve discussion with the Senior Leadership Team and class teacher prior to discussion with the pupil where the incident will be discussed and the natural consequences of their actions followed through which will also include contacting parents.</p>

	<p>instructions around social distancing and movement around class and school.</p> <ul style="list-style-type: none"> • Purposely not remaining within their specific bubble group. 		
Stage	Type of Behaviour	Key Actions	Appropriate Verbal Strategies
4	<ul style="list-style-type: none"> • Extremely dangerous behaviour which endangers the individual or others • Violent behaviour • Leaving the school premises without permission • Serious physical abuse to children/staff • Sustained harm to others • Continuing to steal • Constant swearing name calling • Deliberate racist incident • Cyber bullying • Rude/ abusive notes about children/ adults • Biting / spitting • Purposely sneezing or coughing over others. 	<ul style="list-style-type: none"> • In Year 6 prefect badge to be temporarily taken away • Time out of class to reflect on incident, reflect and re-join class • Working on a desk alone • Eating alone • Loss of an increased number of playtimes/ lunchtimes • Writing letter of apology • Sent to Headteacher • Headteacher to contact parent • Focus SLT Meeting • Pre-Pastoral Care / Behaviour Plan. • Consider involvement of other agencies • Parents will be asked to take their child home for lunch times if their child's behaviour is unacceptable during lunch or break times • Headteacher to write to parents • Police contacted if applicable. • Fixed Term Exclusion • Recorded on CPOMs. <p>Last Resort: Permanent Exclusion</p>	<p>It is likely that many of these behaviours will involve discussion with the Senior Leadership Team and class teacher prior to discussion with the pupil where the incident will be discussed and the natural consequences of their actions followed through which will also include contacting parents.</p>

If the type of behaviour is regarded by the adult/s as a safeguarding related matter then they should immediately report their concerns to one of the Designated Lead Safeguarding Officers.

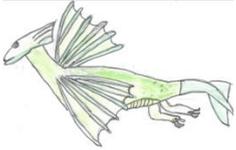
Pupils from Reception class to Year 3 should be accompanied by an adult if they are sent to another class, to the school office or to the Headteacher's office. In the event of a repeat occurrence, the child should be accompanied by another child. If a class teacher requires an adult then they must use the yellow/red emergency cards located in their room.

Appendices



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Our school values

Respect - We respect each other as individuals and our school environment.

Excellence - We always try our very best!

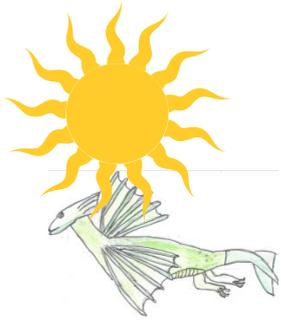
Friendship - Our friendship school supports and cares for everybody.

Determination - We never give up even when things are difficult.

Courage - We show strength and are not afraid to get things wrong.

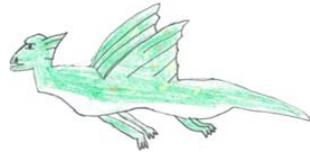
Equality - We give everybody the same opportunity to succeed.

Inspiration - We celebrate everybody's successes and learn from each other.



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'A good learner at Boreham'

- Is fully focussed on their learning
- Listens carefully and follow instructions
- Absorbs information
- Challenges themselves
- Follows the 4B's - *Brain, Buddy, Board, Boss*
- Always tries their best
- Learns from others
- Shows determination and resilience
- Takes pride in their learning and work
- Asks questions
- Is not afraid to get things wrong



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BEHAVIOUR REFLECTION FORM

Our school has rules, values and good learner statements to help keep us all safe and allow everyone to learn.

Name: _____ **Date:** _____

Which of our school values and good learner statements **were you not** following?
Tick the boxes below.

Our School Values	
Respect – We respect each other as individuals and our school environment.	
Excellence – We always try our very best!	
Friendship – Our friendship school supports and cares for everybody.	
Determination – We never give up even when things are difficult.	
Courage – We show strength and are not afraid to get things wrong.	
Equality – We give everybody the same opportunity to succeed.	
Inspiration – We celebrate everybody's successes and learn from each other.	

Our 'Good Learner' Statements	
Being fully focussed on my learning.	
Listening carefully and following instructions.	
Trying my best.	
Showing determination and resilience.	
Taking pride in my learning and work.	

Describe your actions below. How was your behaviour inappropriate and what problems did this cause? Did your behaviour affect others – (children? adults?)

What will you do differently in the future?

List below who you think you may need to apologise to.



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BEHAVIOUR REFLECTION FORM

Name: _____ Date: _____

Draw or write what you did wrong below:

How did I make others feel? Circle the word or words.

SCARED	SAD	WORRIED	ANGRY	OTHER
				?

If you circled other – how did you make others feel?

Next time I will: