



## **Bretherton Endowed** **Positive Relationship Policy** **(Behaviour)**

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

### **Policy Statement**

At Bretherton Endowed, our children behave well. Our behaviour management programmes are designed around a vast majority of our pupils who come to school, ready to learn. All members of the school family will be welcomed into a safe, secure Christian environment where they are valued as unique children of God, included and accepted as they are. Our Christian ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

Our Bretherton approach puts positive behaviour at the forefront. Learners who regularly go over and above are praised and the minority of pupils who may struggle with behaviour are given the support they need to identify their inappropriate behaviour and correct it. We believe that exemplary behaviour is at the heart of good learning and progress. Everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy develops self-discipline rather than just following our rules. We believe in respectful behaviour, working in partnership to manage poor conduct and the use of dynamic interventions to support staff and learners.

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified behaviour procedure.

### **Aims of the Policy**

We believe that good behaviour is a component of a purposeful, enjoyable and well-organised learning environment. It is rooted in the principle that everyone has the right to feel safe, respected and to learn.

At Bretherton Endowed we believe that we should:

- **BE WISE** (Learn)
- **BE READY/RESPECTFUL** (Grow)
- **BE RESPONSIBLE** (Achieve)
- **BE OUR BEST SELF** (Flourish)

Our policy is a relational behaviour policy. It is built on good and effective relationships between staff and pupils and each other 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. Our key aim is for children to take ownership of their own behaviour. In doing so, they will learn to take responsibility for their own actions.

Each class will commence every new school year, revisiting these school behaviour principles and creating a class charter to 'flesh out' what they mean to their class and routines in an age-appropriate way.

Our aims are to:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help pupils develop strategies to manage, review and self-regulate their own behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.

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To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.  
To create a calm and purposeful working atmosphere ( where creativity, academic excellence and independent learning can thrive).  
To promote community cohesion through improved relationships.  
To be clear, fair and consistent when addressing behaviour and relationship issues.  
To refuse to give learners attention and importance for poor conduct.

### **Purpose of the policy**

The school offers positive recognition towards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unwanted behaviour.

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive intervention

*“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)*

### **Consistency in practice**

Consistency lies in the behaviour of adults and not simply in the application of procedure. At Bretherton we strive for a sustainable, consistent approach. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

At Bretherton, we look for consistency of:

- **language and response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **follow up:** Ensuring ‘certainty’ at the classroom, and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
  - **consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **respect from the adults:** Irrespective of the situation.
- **models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **reinforced routines for behaviour around the school:** In classrooms, around the school, at reception.

### **Clear expectations**

Children will be taught and revisit our policy and expectations regularly:

- In PHSE, Circle Time
- Collective Worship
- Christian Values through our mission statement
- Learning opportunities through other lessons
- Modelling by staff and conversations at playtime/lunchtimes
- Through the peer mediator scheme
- At any dynamic and appropriate moment

### **Developing a nurturing approach**

Nurture builds trusting and healthy relationships. All adults in school, get to know our children and show interests in them ( their interests, family, hopes and dreams and fears and needs) through conversations which value and affirm the children through

- 1 to 1 time
- Curriculum sessions that allow for conversations
- Unstructured times such as playtime
- Encouragement and praise
- Plan for shared and engaging activities eg trips

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- Praise children to others and ensure that all conversations about children are positive, professional and polite
- Talk in a positive way to parents about their children
- Listen to children and be aware that ‘all behaviour is communication’.

By working together and sharing this common framework, staff, parents will ensure that our children receive the guidance they need to become effective citizens for the future.

### Recognition and Rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. It’s impact cannot be underestimated and creates positive environment and relationships.

School level	
1.	Verbal Praise
2.	Team points
3.	Lunch time rewards/stickets
4.	Head Teacher’s Awards
5.	Phone call home
6.	Achievement Certificate
7.	Star letter home

Class level - examples	
1.	Verbal Praise
2.	Team points
3.	Class Dojo
4.	Pebbles ( or similar positive reward schemes)
5.	Green – ready to learn

### Managing Behaviours and Empowerment

Learning to take responsibility for our own actions is a vital skills for life. We spend time getting to know our learners so that everyone is invested together. We start by setting high expectations for learners in terms of behaviour by simplifying the rules and routines. We model the behaviour we expect to see. We find that by consistently reinforcing these and leading by example, learners can regulate their behaviour and understand that actions have consequences. This sets the foundation for great learning to take place. We are focused on getting it right because this promotes a positive classroom environment, establishes trust and creates a safe space.

Parental co-operation with our policy is vital for the effectiveness and success of this policy.

For those who need reminding of the rules and routines, sanctions help to reset those boundaries and teach what is meant by acceptable behaviour. We use sanctions to demonstrate fairness and equality, restore the balance between student and teacher, and have those necessary conversations in a consistent way:

*A planned, private five minute conversation can have a more positive impact on the child than more punitive measures. If sanctions are really just retribution then the effect on the child is likely to be negative. How many children spend their time in ‘Timeout’ thinking about how they are going to change their behaviour? How many spend their time planning the weekend or planning revenge on another child?”*

### Inappropriate Behaviour

Behaviour in our school is excellent. Incidents are rare, however, we have systems and support in place should the need arise. Sometimes children need more support, and we deal with this discreetly. We try will avoid providing attention or focus on the poor behaviour and make extra effort to notice them being good. Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not give time to attention seekers. All

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learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Language deemed not to be in line with our values	Any language that is not in line with our values will be addressed by staff. Children's language needs to be kind and caring at all points. Any swearing/abusive language or any language deemed to cause offense, insult or come across as aggressive will <b>result in 10 minutes loss of Fantastic Friday Activities. If this continues to a second occasion, then an hour out of class with a member of the senior leadership team will take place and a letter sent home. Also logged on CPOMS ( Our electronic recording platform)</b>
Physical contact (hitting, kicking etc)	Staff (playground and in class) will make a judgement that if any physical contact is intended to cause hurt to someone else it <b>will result in 10 minutes of Fantastic Friday Activities if it is a first time offence and second time onwards is an hour out of class or lunch/playtime to spend with a senior member of staff.</b> A phone call will also be made home to inform parents. Also logged on CPOMS
Racism, sexism, homophobia and any other derogatory comments	Any intentional racism/sexism/homophobia will be investigated by a member of SLT and if the child who has been racist/sexist/homophobic understood what they were saying and it was intentional, parents will be called in for a meeting and appropriate next steps decided as a group. Records are kept and sent to the LA. Also logged on the CPOMS

### School level support

Steps	Actions
1	Look for and acknowledge 'Over and above' behaviour.
2	Redirection
3	The reminder
4	The warning
5	The time-out
6	Restore
7	Partnership Stage – may include Report Card
8	Restorative Conference

#### Report Card Behaviour Monitoring system:

If it is deemed appropriate to issue a Report Card, parents are informed. The Report Card has set targets for the child to achieve and lets the child know what we are expecting of them. The duration and targets will be determined on an individual basis.

#### Serious incidents

- When children are reacting emotionally and potentially dangerously then short, precise, clear, repeated commands will be used (rather than trying to reason or engaging in conversation)
- Unwanted behaviour must be dealt with according to the context and the child but must be dealt with clearly, fairly and consistently.
- Children will not be 'punished' for unwanted behaviour but must accept reasonable, proportionate and significant/meaningful consequence for their behaviour so they understand the seriousness of their actions and acknowledge the negative impact on others.
- It must be a consequence that they will not want to repeat and must be consistently applied (so similar behaviours by others have consequences of similar significance and proportion) and will escalate in significance if behaviours are repeated and further consequences are necessary.
- If behaviour is significantly serious in nature we will look to a fixed term or permanent exclusion ( Appendix 4)

#### SCHOOL'S Expectation of behaviour beyond the school gate

(School's expectations for positive behaviour off school site including use of media.)

At Bretherton Endowed CE Primary School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we expect the same high expectations for behaviour beyond the school gate. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school.

School may manage any misbehaviour when the child is:

- taking part in any school-organised or school-related activity

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- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

### **This policy also links to our policies on:**

Learning and Teaching,

Anti-bullying,

Online safety

Attendance,

SEND

and takes account of race, religion, culture, SEN, disability and other vulnerable pupils (see appendix A) See Equality Act 2010.

The Policy has been written in conjunction with staff and conversations with children. It has been made available on the school website for parents to read and comment on.

Staff and governors, through staff meetings and parents and pupils through parental/ pupil questionnaires, have been consulted.

### **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, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This Behaviour plan has been reviewed with Bretherton Endowed Governing Body on our return to school after Covid school closure. We adapted the behaviour for learning plan whilst school was closed due to National Lockdown and was shared with parents.

Adopted : March 2022

To be reviewed before end August 2024

**All aspects of our policy intends to comply within the Data Protection ( GDPR) legislation.**

Signed: \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

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Appendix 1:

### **Behaviour Record System**

All pupils' names are placed in the green zone 'Ready to Learn' at the beginning of the week.

Upon any disruptive or low level behaviour, in class or unstructured times such as lunch time, children are given a reminder.

Upon the second reminder it becomes a warning, the pupil moves down onto the first incremental (orange) band 'Think'. This will result in a child losing five minutes of their playtime.

If a pupil rectifies their behaviour and 'rights their wrong', they are able to be moved back to 'Ready to Learn' (Green) as and when the teacher feels they have shown the right attitude to their learning.

However, if the pupil continues with inappropriate behaviour, they will be moved to the red section of the behaviour chart (STOP!) and will lose 10 minutes of **Fantastic Friday**

Once a pupil rectifies their behaviour, they can move back to 'Ready to Learn' however the consequences of being on the orange band or red band will still stand and will accumulate with the number of times they are moved onto these bands.

Certain behaviour lead to loss of **Fantastic Friday Activities** straight away, such as Intentionally hurting, inappropriate language, racist comments.

Pupils' who show an excellent attitude to learning and go above and beyond what is expected of them, can move onto the golden band 'Great Choices'. If a pupil appears on this band three times or more a week, they will receive a head teachers award.

Every pupil starts on the 'Ready to Learn' band at the start of every week.

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Appendix 2:

## Behaviours to promote

To ensure a positive learning environment, we recognise that all members of the school; must accept responsibility for their own behaviour and for correcting misbehaviour. For this to work, there has to be cooperation, communication and consistency between students, parents, staff and governors.

## Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to our mission statement and behaviour goals in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

## School level support

Steps	Actions
1	Look for and acknowledge 'Over and above' behaviour.
2	Redirection
3	The reminder
4	The warning
5	The time-out
6	Restore
7	Partnership Stage ( if needed)
8	Restorative Conference ( if needed)

## Redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness

## Reminder

A reminder of the expectations for our behaviour aims delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

## Warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

### 30 second intervention

- gentle approach, personal , non threatening side on, eye level or lower
- State the behaviour that has been observed and which rule/ expectation it contravenes
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model of desired behaviour
- Walk away from the learner, allow time for the to decide what to do next. If there are comments as you walk away, write them down to follow upon later

We resist endless discussions around behaviour and spend energy returning learners to learning

## Time Out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
  - Learner is given a final opportunity to reengage with the learning / follow instructions

Learners may leave the classrooms if this strategy has been previously agreed as a method of 'cooling down' and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member will escort the learner to a workspace outside the teaching room.

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Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **Restore**

Reparation ( restorative conversations) meetings at Bretherton Endowed are a core part of repairing damage to trust between staff and learners. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. *'The behaviour of the adult lies at the heart of it all'* Paul Dix.

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this we focus on

- Who else has been affected?
- What can we do to make things right?

Staff at will take responsibility for leading Reparation meetings, SLT will support when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Bretherton we make sure that this is done discreetly.

### **Partnership Stage and Internal referral**

Internal referral is where the learner will be referred internally to another room for the remainder of the lesson. All internal referrals will be recorded on CPOMS

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be supported by our Pastoral Teaching Assistant who will:

- Develop an appropriate action plan with the learner
  - Monitor and review and mentor using the action plan
  - Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
  - If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Headteacher or Deputy Headteacher
  - Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning
- All of these matters will be confirmed in writing and recorded on CPOMS.

### **Formal Meeting / Restorative conference**

A meeting with the teacher, learner and SLT member, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage. Every effort will be made to encourage and support a change in the learner's behaviour. If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

### **Exclusions**

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.



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### Appendix 3

#### Why use restorative approaches?

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches are based on four key features:-

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** – for your own actions

**REPAIR** – identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** – working through a structured, supportive process that aims to solve the problem within the school community

Restorative approaches can:

- manage the varied expectations of behaviour standards which exist among all school staff
- help develop a whole school positive ethos
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- support any necessary sanctions by processes of learning and reconciliation.

Restorative approaches can be used at different levels in school:

- as preventative
- to promote positive relationships within the whole school community
- as responsive
- and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

The approach involves including everyone in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?' the focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'who has been affected and how?' and 'How can we put it right and learn from this experience?'

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## Appendix 4

### **Roles and responsibilities**

#### **The Role of the Parent**

In the school home-school agreement, expectations are clearly outlined to the parents of prospective learners prior to admission to the school.

- We are specific about the need for a collective approach in developing self-discipline in the children attending the school. Co-operation and support from parents is sought and is vital if we are to be successful
- We expect that parents/carers will support the school's Behaviour Policy
- We expect that parents/carers will support their child by agreeing to discuss any problems that arise
- We expect that parents/carers will celebrate with us their children's successes

#### **The Role of the Staff**

Staff have an important responsibility to model high standards of behaviour when dealing with students and each other. They:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all, according to the framework of our Equal Opportunities policy
- Provide guidance on improving standards of academic and behavioural performance
- Repair and rebuild relationships that have temporarily broken down
- Respond positively to efforts made by students when they are genuinely trying to effect a change in their behaviour
- Show appreciation of the efforts and contributions of all

An appropriately structured curriculum is essential to promoting positive behaviour. We provide this through:

- The active involvement of learners in their own learning
- Providing lessons that have clear objectives, understood by the learners and differentiated to meet their specific needs
- Using feedback and record keeping as a supportive activity, providing positive feedback to the learners on their efforts and achievements, signalling that these are valued and that progress matters

All learners and staff have the right to work to potential, free from disruption, abuse or threat. Therefore, it is the responsibility of all school staff to ensure there is a consistent approach to managing learners behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with.

The school promotes an ethos of positive behaviour management. Staff treat learners with respect and dignity, no matter how trying the circumstances. Whilst dealing with problems, staff should be asking themselves the question, "How would I feel if someone were dealing with me in this way?" If the answer is embarrassed, put down, uncomfortable or angry, then they need to re-evaluate their approach. The cornerstone of good discipline is sound working relationships between staff and learners. Like anything else worthwhile, relationships have to be worked at and both parties need to exert themselves whilst striving for the goal of developing mutual respect.

#### **TRAINING AND RESOURCES:**

The school will manage behaviour support, resources and training for all staff including lunchtime supervision staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

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## Appendix 5

### Guidelines:

The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with constructively. Four kinds of discipline are needed to implement this positive approach:

#### Preventative Discipline:

- The school values discussed with the children at the start of each lesson
- Clear expectations about work
- Attractive classrooms and general surroundings
- Well planned seating plan, access to equipment, clear labelling, room to move
- Plenty of equipment
- Careful catering for mixed ability
- Setting aside an area for 'time out'

#### Corrective Discipline:

- What to say when a child isn't working or is disruptive
- Deliberately ignoring some behaviours
- Casual or direct questioning
- A simple warning
- Defusing potential conflict
- Re-stating school values
- Giving simple choices (do this now or we will have to talk about it at break)
- Taking a child aside from the group
- Using 'time out'
- The use of logical consequence (the behaviour and the outcome are related)

#### Supportive Discipline:

- Following up a disruption later when the 'heat' has subsided
- Encouraging children whenever possible
- Re-establishing a relationship after correcting a child
- Developing a behaviour 'contract' with a child
- Developing a climate of respect
- Building a positive classroom tone
- Applying a 'team' approach

#### Self-Discipline:

- Students taking responsibility for their own actions
- Community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
- Students managing peer behaviour, through responsibilities, e.g. technician, librarian, sky dining area duties
- Through 1:1 and individualised educational plan (IEP) setting own targets for improved behaviour

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

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### Appendix 6

#### **Definitions**

We consider the following types of behaviour to be unacceptable:

- Hurting others: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically
- Refusing to follow instructions: defiance, rudeness to adults, answering back, refusing to cooperate with guidance and rules, refusing to listen
- Unkindness
- Disruption: frequent interruptions during learning, noise, affecting the ability of others to learn
- Putting others at risk of harm
- Discriminatory behaviour: racism, homophobia, sexism
- Bullying: the repetitive, intentional harming of one person or group where the relationship involves an imbalance of power.
- Speaking inappropriately: name calling, verbal disruption or abuse, rudeness, swearing
- Misusing computers: cyber bullying, misuse of the internet
- Damaging school property: wilful destruction of property of others and the school, stealing
- Repeated milder misbehaviours that are not responsive to guidance
- Possession of prohibited items: knives, drugs, cigarettes, pornographic images, stolen items.
- Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

The senior leadership team must always be informed as soon as possible when there are incidents of unacceptable behaviour which involve putting themselves or others at harm, when incidents are discriminatory or bullying in nature and when unacceptable behaviours are persistent despite intervention. They will then decide with the member of staff what the next steps should be according to this policy. Incidents of unacceptable behaviour will always be recorded on CPOMS as soon as possible after the incident.

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Appendix 7: See our Antibullying Policy

### **Bullying**

At Bretherton we are vigilant to the fact that bullying can take place at any time to anyone. We have a firm stance that we will not tolerate bullying. Bullying is defined as the repetitive, intentional harming of one person or group where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful;
- Repeated or over a period of time
- Difficult to defend against

### **Bullying can include:**

- Emotional: excluding, tormenting, ignoring
- Physical: hitting, kicking, pushing, violence, grabbing
- Racial: taunts, words, graffiti, gestures
- Sexual: sexual remarks, showing sexual material, sexual gestures, unwanted physical attention, comments, inappropriate touching
- Direct or indirect verbal: name calling, sarcasm, spreading rumours, teasing
- Cyber Bullying: online bullying through social networking sites, messaging apps, gaming sites

Details of the approach to preventing and addressing bullying is set out in the Anti-Bullying Policy.

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### **Appendix 8:**

#### **Special Educational Needs/Mental Health Needs/ Inclusion lead**

In certain cases, a child may present challenging behaviour as a result of special educational or mental health needs. Children's behaviour is often a way of sending a message to adults and peers about unmet needs and significant issues or even trauma. For a variety of reasons, they may find it difficult to cooperate with rules, instructions or guidance. In cases where inappropriate behaviour is clearly related to special educational and mental health needs, relevant accommodations and an individual behaviour support plan will be agreed by staff, parents, relevant professionals and shared with the child and all relevant staff. Staff will use their professional judgement and experience working with the teacher and other relevant experts and agencies (Educational Psychologist, therapists, etc) to make decisions about accommodations and support. There will be clear and appropriate rewards and sanctions for the individual agreed with the class teacher, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies.

It is also important that all children are provided with opportunities to understand when a child has Special Educational Needs resulting in accommodations being made. Children are taught to manage, work with, understand and support all children including those experiencing difficulties, e.g. by understanding alternative ways of dealing with behaviour, ignoring certain behaviours, reporting to staff as appropriate. It is also made clear to children which behaviours are unacceptable and they are given opportunities to express their thoughts and feelings about incidents or concerns. This enables children to gain the empathy, greater understanding and resilience important in many circumstances in the next stages of their education and life generally.

#### **Safeguarding**

All staff should be aware that poor behaviours or changes in behaviour can be associated with factors impacting the child outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or other safeguarding concerns and whether this may be leading to behaviour challenges. A holistic picture of each child should be taken into account when responding to behaviour difficulties.

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### Appendix 9

The table below shows the strategies the school uses to support all our children’s relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

**Table 4 : Support**

Universal	Targetted	Intensive
All aspects of our behaviour policy Children and staff sign the homeschool agreement Scripted interventions and restorative conversations PHSE and intervention groups within classroom Provide stress regulation opportunities eg mindfulness music breathing, etc	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of trauma or emotional stress Small groups PHSE or pastoral support Individual behaviour plan Boxhall profile to support early stepped support Support with referrals to external agencies if needed Risk assessment if applicable Internal led emotion coaching Discussions with parents,	An emotionally available adult is allocated for daily contact Direct work with parents and other agencies through regular meetings ‘Time in’ with a key adult to regulate Targetted support , 1 to 1 or additional small group work EP assessment Individual behaviour plan reviewed regularly with parents Referrals to OT , SALT or other Targetted support eg play therapy, emotion coaching, external led Increased risk assessment

### **WORKING WITH OUTSIDE AGENCIES:**

It is always the school’s intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional and behavioural skills.

Examples of agencies the school uses are:

- CAMHs (Child and Adolescent Mental Health Services)
- Confident Me
- Speech and Language referral
- Occupational Therapy
- Counsellors
- School Nurse
- Confident Me coaches
-

<b>Pupil Name:</b>	<b>Day:</b>	<b>Date:</b>
<b>Observed by (staff name):</b>	<b>Location:</b>	<b>Time:</b>
<p><b>Antecedents</b></p> <ol style="list-style-type: none"> <li>1. Where the child, and exactly what were they doing at the time?</li> <li>2. Was anyone else around, or had anyone just left?</li> <li>3. Had a request been made of the child?</li> <li>4. Had the child asked for, or did they want something to eat or drink?</li> <li>5. Had the child asked for, or did they want a specific object or activity?</li> <li>6. Had an activity just ended, or been cancelled?</li> <li>7. Where you and what were you doing?</li> <li>8. How did the child's mood appear, e.g. happy, sad, angry, withdrawn or distressed?</li> <li>9. Did the child seem to be communicating anything through their behaviour, e.g. I don't want...;I want...?</li> </ol>		
<p><b>Behaviour</b></p> <p>Provide a step-by-step description of exactly what the child did, e.g. he ran out of the living room, stood in the kitchen doorway and punched his head with his right hand for approximately 1 minute.</p> <p>Please tick as appropriate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Escape / avoidance</li> <li><input type="checkbox"/> Gaining attention</li> <li><input type="checkbox"/> Expression of anger</li> <li><input type="checkbox"/> Frustration</li> <li><input type="checkbox"/> Vengeance</li> <li><input type="checkbox"/> Seeking of power/control</li> <li><input type="checkbox"/> Intimidation</li> <li><input type="checkbox"/> Sensory stimulation</li> <li><input type="checkbox"/> Relief of fear / anxiety</li> <li><input type="checkbox"/> Other</li> </ul>		
<p><b>Consequence</b></p> <ol style="list-style-type: none"> <li>1. Exactly how did you respond to the behaviour? Give a step by-step description.</li> <li>2. How did the child respond to your reaction to the behaviour?</li> <li>3. Was there anyone else around who responded to, or showed a reaction to the behaviour?</li> <li>4. Did the child's behaviour result in them gaining anything they did not have before the behaviour was exhibited, e.g. attention from somebody (positive or negative); an object, food or drink; or escape from an activity or situation?</li> <li>5. What was the overall outcome from the behaviour?</li> </ol>		

**PLEASE PASS TO AF/WSC IMMEDIATELY FOR ACTIONING**



## Bretherton Endowed CE Primary School – Policy Document

### Appendix 11:

#### GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school relationship ( behaviour ) policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the relationship ( behaviour ) policy at Bretherton Endowed so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the relationship ( behaviour ) policy at Bretherton Endowed, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016). The relationship ( behaviour ) policy must be publicised, in writing, to staff, parents/carers and children and it must also appear on the school's website.

This has been written in consultation with all Governors and the key commonly agreed points have been suggested as the important behaviour principles to be used by the school to create their relationship ( behaviour ) policy.

- Every child understands they have the right to feel safe, valued, cared for and respected, and learn free from the disruption of others.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions. Children are actively encouraged to make good choices about their own behaviour.
- All adults are expected to promote and present high levels of respect and regard for pupils and adults, thereby being role models for pupils including by:
  - o Using polite, warm greetings and respectful conversations
  - o Listening respectfully
- The school will fulfil its' legal duties in respect of safeguarding children with special educational needs and all vulnerable children. And in relation to the Equality Act 2010.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Home/School communication is important so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning . Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

# Bretherton Endowed CE Primary School – Policy Document

## Appendix 12

### **Physical Intervention and Restraint**

At Bretherton Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head teacher as soon as possible
- Parents will be informed of each incident

#### 1. The Legal Framework

Section 93 of the Education & Inspections Act 2006

allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

#### 2. Our approach

At Bretherton Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

#### 3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply the training they received in Team Teach to de-escalate where possible then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language

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- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

### 4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA BST.

In some circumstances a CAF may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

### 5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

### 6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

## Bretherton Endowed CE Primary School – Policy Document

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

### **References;**

The Use of Force to Control or Restrain Pupils 2007 DSCF

Care and Control Guidelines 2006 ER CFAS

Safeguarding Children and Safer Recruitment in Education 2017

School Behaviour Policy

School Child Protection Policy

School Safe Working Policy

School SEN policy



## POSITIVE HANDLING PLAN:

**Name:**

**Class:**

**Date:**

**Review:**

**ENVIRONMENT:**  
Classroom:  
  
Playground:

**TRIGGERS:**

**RISK ASSESSMENT – BEHAVIOURS:**

**PHYSICAL INTERVENTION:**

<p><b>PREVENTION:</b> <b>PROTECT:</b> Changes to any timetables; reasonable adjustments to classroom/ space; activities needed to support when anxious or when overwhelmed; emotional available adult; changes to any routines diversion or distraction techniques</p>	<p><b>REGULATE:</b> Timetabled time (5-10 min slots) within the structure of day; Self-regulations/ de-escalation strategies; de-escalation.</p>
<p><b>RELATE:</b> Have specific identified adults working with the child; Consider reasonable changes to the curriculum to focus on attachment play; de-escalation</p>	<p><b>REFLECT:</b> Strategies to use with the child at times of dysregulation to reflect on behaviours; post incident support.</p>

<p><b>SIGNED:</b> Teacher: Date:</p>	<p>Child: Date:</p>	<p>Parent: Date:</p>
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### Appendix 13

#### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.legislation.gov.uk/uksi/2012/1033/made>

Only the head teacher (or the acting Head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. It is the duty of the school to sustain education for an excluded child after day 5 of a fixed period exclusion.

If the head teacher excludes a child, s/he informs the parents immediately and, in writing, will give reasons for the exclusion. At the same time, the head teacher makes it clear to the parents, in writing, that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The head teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by Parents and the LEA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Appendix 14

**Behaviour Policy – What the Law says for Maintained Schools**

1. The head teacher must set out measures in the behaviour policy which aims to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work; and which
  - regulate the conduct of pupils.
2. When deciding what these measures should be, the head teacher must take account of the Governing Body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the Governing Body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

**Taking account of race, religion and culture**

Key Points

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance

**Taking account of SEN, disability and the circumstances of other vulnerable pupils**

Key Points

- Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.

## Bretherton Endowed CE Primary School – Policy Document

- Schools should be alert to the potentially disproportionate impact of the school’s disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school’s disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

**Our policy reflects the *Equality Act 2010 and Schools* in respect of safeguarding and in respect of pupils with special educational needs (SEN).**



# Bretherton Endowed CE Primary School – Policy Document

## Child friendly behaviour policy

Date of Policy : March 2022

Review Date : March 2024

Member of staff responsible : Mrs Moxham

### **Aims of the policy:**

This policy aims to raise awareness of what is expected from all pupils who attend Bretherton Endowed CE Primary School

### **What should school be like?**

- Children say that they want our school to be a fun place to learn
- Respect is important and everyone should be understanding of each other, always being kind and polite
- Children think school should be safe with no bullying, but if it does happen that adults will deal with it quickly
- School should be inclusive and everyone should be treated fairly
- Grown ups should be respectful to children and give good advice and support

### **Why do we need this policy?**

- It reminds everyone to follow the same rules so everyone is consistent
- If people don't follow our rules, lessons are interrupted and we cannot learn
- Rules keep us safe and allow us to learn
- We all know what is expected of everyone
- High expectations teach us how to become successful adults
- This policy highlights our pupil voice.

### **At Bretherton Endowed :**

- BE READY
- BE RESPONSIBLE
- BE RESPECTFUL
- BE WISE
- BE TRUTHFUL
- BE OUR BEST SELF

Be Wise (Learn)	<ul style="list-style-type: none"><li>• To be ready to learn in and out of class</li><li>• To make wise choices</li><li>• To avoid temptation</li><li>• To understand ourselves and take into account the needs of others</li><li>• To set goals and accept challenge</li><li>• To be resilient and show and use a growth mindset</li></ul>
Be Ready/Respectful ( Grow)	<ul style="list-style-type: none"><li>• To wear our uniform with pride</li><li>• To attend school every day and on time</li><li>• To have the correct equipment</li><li>• to listen and work hard</li><li>• to help others</li><li>• to treat everyone equally and celebrate differences</li><li>• to build relationships and be a good friend</li><li>• to show kindness to others</li><li>• to be resilient and accept challenge</li></ul>
Be Responsible (Achieve)	<ul style="list-style-type: none"><li>• to all adults in school and children</li><li>• to listen and follow instructions</li><li>• to listen and focus when the teacher is talking</li><li>• to speak politely to adults and other children, not just your friends</li><li>• to use good manners</li><li>• to our parents</li><li>• to school resources and equipment</li><li>• to keep school tidy</li></ul>

## Bretherton Endowed CE Primary School – Policy Document

	<ul style="list-style-type: none"><li>• to God's world – living creatures and environments</li></ul>
Be Our Best Self ( Flourish)	<ul style="list-style-type: none"><li>• to promote equality and fairness</li><li>• be a positive role model</li><li>• to keep your hands and feet tou</li></ul>

**Great choices**

**Ready To Learn**

**Think!**

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**STOP!**

# Bretherton Endowed CE Primary School – Policy Document

## Appendix 6

### Playground Behaviour

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within the wider society. We are fortunate in having children of different cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

#### **Our Policy is that:**

- All children should enjoy playing outside in safety.
- Adults will be positive role models.
- Children should learn to respect each other and treat each other kindly.
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.
- Children show respect towards all adults on the playground.
- Children will be able to play freely unless it is judged that they are a danger to themselves or others.
- Children look after equipment and play sensibly with it, tidying up at the end of playtimes.

#### **How we promote positive behaviour in the playground:**

Identified members of teaching and support staff are “on duty” at playtime.

Staff on duty are in the playground before the children.

Teachers ensure there are enough adults outside before sending their children out.

Staff carry first aid kits each playtime, including lunchtime, so that children are cared for immediately should they have an accident.

Senior staff are available to deal with any serious incidents.

#### **Positive Role Models:**

- Adults will play with children to model positive attitudes such as tolerance, resilience and fairness.
- Adults supporting an identified child 1:1 actively try to involve them in games and play with other children.
- Adults will use positive language when talking to children about problems or conflicts; asking open questions such as, “Why do you think XXX is feeling unhappy?” or “What happened to make XXX feel cross?” or “What do you think you should have done...?”
- Adults will give both parties the chance to speak before deciding if any consequences are necessary. Where appropriate the adult will give the children the chance to decide what consequence is appropriate.
- Playground Leaders (Year 5) model positive play and learn to help to mediate conflicts.
- Adults keep an eye on the friendship bench and seek to involve any children who are sitting on it by initiating friendships and play with other children.

## Bretherton Endowed CE Primary School – Policy Document

- At the end of playtime all adults remind children to stand still at the first bell and walk to their lines when asked to do so before entering the school in a quiet and orderly manner.
- Children modelling behaviour excellence are rewarded by Welfare Staff.

### **Consequences:**

Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response will be called for and there will be times when a child or children need time to reflect on their behaviour.

There are 3 steps-

- Standing by the wall, watching other children play, and given questions to reflect on their behaviour.
- Holding an adults hand if unable or unwilling to stand by the wall.
- Being sent inside – to meet the specified teaching assistant

### **Behaviour that leads to coming inside:**

When a child or children “loses control” and needs to be removed from the situation.

When a child is acting in a way that is a danger to themselves or others.

Aggressive or violent behaviour- verbal or physical- kicking / spitting (at) / hitting/ swearing (at.)

Bullying behaviour- persistent incidences will be dealt with according to our bullying policy and procedures.

Deliberate breaking of equipment.

Throwing stones at people/ windows/ through the fence.

### **Communication:**

The appropriate Class Teacher will always be informed by Welfare Staff of any incident which occurs on the playground.

The ‘Behaviour Log’ will be regularly updated by Welfare Staff following an incident on the playground.

The Class Teacher is the first member of staff to be informed of an incident, however, if the behaviour is deemed to be serious and dangerous, the Deputy Head teacher or Head teacher are to be informed.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

[www.brethertonschool.org.uk](http://www.brethertonschool.org.uk)