



**Briary Primary School**

# **Positive Behaviour Support Policy**

- 1. Draft written by Mrs N Murrell, Headteacher**
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- 3. Stakeholder Consultation May 2022**
- 4. Governor Ratification: July 2022**
- 5. Implemented September 2022**
- 6. Review April 2025**

## Rationale:

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book "When the adults change, everything changes" (2017).

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

## Positive Behaviour Support Policy Principles

Briary Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the three rules of being: '**Ready, Respectful and Safe**'. Our values are central to our school culture and ethos. Our curriculum and behaviour policies reinforce the following values:

- We build trust by demonstrating **HONESTY**.
- We show our determination by being **RESILIENT**.
- We care for others and always show **RESPECT**.
- We try to show **INDEPENDENCE** especially in skills we already have.
- We focus on learning by being **CURIOUS** in everything we do.

## Aims of the policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils' behaviours for learning
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school's values
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

## Purpose of the behaviour policy

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

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms that reinforce the school's Values and positive behaviours for learning
- Promote self-esteem and self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

## **Responsibilities:**

All staff must:

- Take time to welcome pupils at the start of the day and following transition time i.e. after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe' and the school's values
- Actively promote and recognise desirable behaviours publicly

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise through reward cards, phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

At Briary, we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

## Behaviour for Learning

Briary Primary School's rules are to **'Be Ready, Be Respectful and Be Safe'**. These principles link closely to the school's values:

**Ready:** Independence, Curiosity, Resilience

**Respectful:** Respect, Honesty

**Safe:** Respect

In line with the EEF report's recommendation 4, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. Our Behaviour Blueprint is clearly displayed around the school. APPENDIX D.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Recognition Over & Above
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily Meet and Greet 2. Expected behaviours praised first 3. Calm, consistent adult behaviour 4. Daily reinforcement of the our values	1. WOW! Boards 2. Reward Cards 3. Gold Book Certificates 4. Home contact ( <i>calls, texts</i> ) 5. Headteacher/SLT praise 6. Class Rewards & Golden Globes 7. 'Always' Club

Relentless Routines		
Praise in Public (PIP)	Wonderful Walking around school	Consistent language
Remind in Private (RIP)	Count Down from 5	Time IN not Time Out

**Behaviour Pathway**  
**Our stepped approach to boundaries with microscripts**

We use a consistent and gentle approach to addressing poor choices:

- ✓ use pupil's name
- ✓ child level
- ✓ eye contact
- ✓ deliver message

**1. REMINDER**

I noticed you chose to ..... (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe)

You now have the chance to make a better choice

Thank you for listening

*Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.'*

**2. WARNING**

I noticed you chose to ..... (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT)

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the reading area / shared area/ phase leader's classroom..... (pupil's name),

Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

*Example - 'I have noticed you are not ready to do your learning. You are breaking the school rule of being ready. You are choosing to catch up with your learning at playtime. Do you remember that yesterday you started your learning straight away and got it finished? That is what I need to see today. Thank you for listening.'*

**3. CALMING TIME**

I noticed you chose to ..... (noticed behaviour)

Classroom/ shared area

You need to:

1. Wait outside the classroom/Go to reading area/ Go to shared area
2. Go to sit with the other class in our year
3. Go to sit in the Pod Leader's classroom
4. Go to SLT office

Playground

You need to:

1. Stand by other staff member
2. Stand at the wall/ on the star
3. Go to SLT office
4. I will come and speak to you in two minutes

*Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*

TIME IN not TIME OUT that counts.

**\*DO NOT** describe child's behaviour to other adult in front of the child\*

**\*Other members of staff must not ask the child to describe their behaviour or get involved unless prompted\***

#### 4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. Who has been affected?
4. What should we do to put things right?
5. What have you felt since?
6. How can we do things differently?
7. What do you need now?

**\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is Important\***

### Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### Language around Behaviour

At Briary Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

### Sanctions and consequences

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

All incidents are logged on CPOMS. See **Appendix A** for Protocols for recording on CPOMS.

To support consistent approach to recording incidents on CPOMS, a levelled approach is used. These 'Levels' are not referred to with the pupils and must be applied using professional judgement.

*The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.*

#### Typical behaviours at Level 1

- Low Level disruption
- Failure to follow instructions (first time)
- Low Level failure to be Ready, Respectful or Safe. Corrected following reminders.

#### *Possible consequences:*

- Time In
- Loss of social time

#### Typical behaviours at Level 2

- Repeated Low Level Disruption or failure to be Ready, Respectful or Safe
- Significant Disruption to learning of themselves or others
- Verbal or physical aggression

#### *Consequences:*

- Time In
- Loss of social time (longer than at Level 1)
- Movement to another area
- Loss of 'Golden' time (Take part in Circle/ Reflection Time)
- Pastoral Support Team to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher

#### Typical behaviours at Level 3

- Significant verbal or physical aggression
- Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic
- Targeted intimidation or bullying

#### *Consequences:*

- Time In
- Loss of social time (longer than at Level 2)
- Movement to another area
- Senior Team to provide support alongside the member of staff
- Loss of 'Golden' time (Take part in Circle/ Reflection Time)
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
- Behaviour Support Plan is agreed with parents, pupil and school staff
- External agency support is requested

#### Typical behaviours at Level 4

- Significant incidents of intimidation or bullying, usually repeated incidents.
- Physical assault causing significant harm

#### *Consequences:*

- Loss of social time (longer than at Level 2)
- Senior Team to provide support alongside the member of staff
- Loss of 'Golden' time (Take part in Circle/ Reflection Time)
- Parents must attend meeting to discuss strategies with a member of the leadership team
- Behaviour Support Plan is agreed with parents, pupil and school staff

- External agency support is requested
- Possible suspension
- Possible Managed Move

At Briary Primary School, we use a clear behaviour pathway that could lead to consequences:

1. **Reminder**
2. **Warning**
3. **Time-In/Calming Time**
4. **Follow up/Reparative Conversation**
5. **Parents should be informed via phone call, pick up update or text**
6. **Incident logged on CPOMS**
7. **Possible loss of social time or golden time**

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Sent to Pod Leader, SLT member, Deputy Headteacher or Headteacher
- Parents phoned or parents called to school
- Internal supported study (separated to sit for the rest for the day with Pod Leader, DHT or HT)
- Fixed Term Exclusion

### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or other influencing factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use specifically identified and trained staff to build relationships with each individual child. These children will have bespoke 'Support Plans and Risk Assessments' that can be found in **Appendices B and C**.

### **Fixed Term Exclusions**

Fixed Term Exclusions will occur following extreme incidents at the discretion of the Headteacher, who will refer to the DfE Guidance on Exclusions <https://www.gov.uk/government/publications/school-exclusion>

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident or a series of serious incidents
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time in individual supported study with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.



## **Physical Attacks on Adults**

At Briary, we take any incidents of violence toward staff and other pupils very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in PROACT- SCIPR should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, and very rare at Briary Primary School, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

## **Permanent Exclusion or Out of School Transfer/ Managed Moves**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. In all cases of persistent misbehaviour, external agencies will be contacted for additional support, guidance and strategies.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## **Application**

This Positive Behaviour Support Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming lessons or on fieldtrips but the same principles of promoting good behaviour through the policy will always apply.

## **Appendices**