



**Cabot**  
Learning  
Federation

## **Positive Behaviour Policy at The Redstart Primary School**

**March 2024**

**Approved by The Academy Council: TBC**

Our school culture and ethos are inspired by trauma-informed approaches and the supporting science. This policy should be read in conjunction with the SEMH policy which outlines further the school's approach to the Social, Emotional and Mental Health of the whole school community.

At The Redstart Primary School, if we want our pupils to display and develop positive patterns of behaviour, and approach their learning with a 'have a try' attitude, we believe it is our responsibility to ensure we create a positive learning environment in which such behaviour grows and is mirrored by all. To do this, our ethos, systems and procedures need to ensure everyone in the school community feels valued, safe and secure. Our approaches and expectations need to be clear and consistent so pupils all know what is expected of them. We accept that learning is not linear, and children will not always make good choices, but our aim is for them to be able to recognise this and help them to learn a better way forward, providing opportunities to steer themselves back on the right track.

This policy is, therefore, built upon school values and overarching beliefs:

- Developing emotional regulation and understanding helps children to manage their own behaviours and understand the natural consequences (positive and negative) of their actions. This helps children to take responsibility for their behaviours.
- **Consideration** - Providing a warm and welcoming atmosphere in which all children feel safe, secure and valued will enable them to make good choices as they regard the feelings and choices of others in equal measure.
- **Purpose** - Children need to know the importance of trying their best and succeeding. When they have been successful. Improved self-esteem leads to improved behaviour.
- **Respect** - Creating an environment where there is mutual respect for everyone.
- Praise and positive reinforcement is more effective than punishment.
- Positive behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Good behaviour for learning allows children to work, participate and succeed to their full potential.
- Effective links and mutual support between home and school are essential.
- Consistency is the key to success. The positive behaviour management of the school depends upon all staff, teaching and non-teaching, upholding these principles by understanding and being able to implement its procedures.

## Rights and Responsibilities

### Pupil rights and responsibilities:

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> <li>• Be valued as members of the school community;</li> <li>• Get help when they seek it,</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the views, rights and property of others, and behave safely in and out of class;</li> </ul>

<p>whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <ul style="list-style-type: none"> <li>• Make mistakes, and learn from them;</li> <li>• Be treated fairly, consistently and with respect;</li> <li>• Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>• Be taught in a pleasant, well-managed and safe environment;</li> <li>• Work and play within clearly defined and fairly administered codes of conduct;</li> <li>• Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>• Develop and extend their interests, talents and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate in class with the teacher and with their peers;</li> <li>• Work as hard as they can in class;</li> <li>• Conform to the conventions of good behaviour and abide by school rules;</li> <li>• Seek help if they do not understand or are in difficulties;</li> <li>• Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</li> </ul>
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#### **Staff rights and responsibilities:**

<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"> <li>• To work in an environment where colleagues are polite and welcoming;</li> <li>• To express their views and to contribute to policies which they are required to reflect in their work;</li> <li>• Access to a suitable career structure and opportunities for professional development;</li> <li>• To receive support and guidance from senior colleagues and external bodies;</li> <li>• Supplied with adequate and appropriate resources;</li> <li>• To be treated with care and respect from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a professional manner at all times;</li> <li>• Ensure that lessons are well prepared, making use of available resources, and is marked according to the marking policy;</li> <li>• Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>• Listen to pupils, value their contributions and respect their views;</li> <li>• Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>• Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>• Share with parents any concerns they have about their child's progress or development;</li> <li>• Expect high standards and</li> </ul>

	<p>acknowledge effort and achievement;</p> <ul style="list-style-type: none"> <li>• Pursue opportunities for personal and professional development;</li> <li>• Report suspected cases of bullying to Designated Safeguarding Lead or in their absence to the Deputy Designated Safeguarding Lead.</li> <li>• Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken.</li> </ul>
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### Parent rights and responsibilities:

Parent/ Carer Rights	Parent/ responsibilities
<ul style="list-style-type: none"> <li>• Experience a safe, well-managed and stimulating environment for their child's education;</li> <li>• To have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>• To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</li> <li>• To be well informed about their child's progress through parents evening, reports and mid-term report cards;</li> <li>• To be well informed about school expectations and procedures;</li> <li>• Experience a broad, balanced and appropriate curriculum for their child;</li> <li>• To be consulted in key decisions about their child's education;</li> <li>• To a suitably resourced school with adequate and well-maintained premises</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a respectful manner at all times;</li> <li>• To ensure that their child attends school regularly and arrives in good time, with everything they need for the day.</li> <li>• To be aware of school expectations and procedures, and encourage their child to abide by them;</li> <li>• To show interest in their child's classwork and homework and support them with home reading and work sent home.</li> <li>• To act as positive role models for their child in their relationship with the school;</li> <li>• To attend planned meetings with teachers and support school functions;</li> <li>• To provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</li> </ul>

### Strategies for Promoting Positive Behaviour

- Verbal Praise: Children are praised by everyone and anyone when they display behaviour linked to our values.

- Non-verbal Praise: We recognise that not all children appreciate verbal praise so encourage non-verbal where more appropriate. This could be a thumbs up, pat on the back or even just a smile.
- Sharing success: In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; member of SLT, and parents/wider community via Facebook, Tapestry or the school website.
- Superstar Certificates: Each fortnight two children from each class are nominated to receive a certificate in our Superstar Assembly. This is ideally linked to our Values.
- Individual and collective rewards: Children receive house points for behaviour and achievements that should be celebrated. Children are put into a House and children collect points for their House. The winning House receives the House Points cup at the end of each term and a prize, such as extra playtime or perhaps an ice lolly in the summer.
- House points are written up on the board in the classroom and added to a spreadsheet which automatically totals the points for each class, each House and the whole school. House Points subtotals are celebrated during the fortnightly superstar assembly.

### **Unwanted behaviour:**

When speaking to pupils regarding their behaviour, adults will continue to show respect and nurture all pupils, regardless of the behaviour that they exhibit. Where possible, adults will use 'positive language' to correct behaviour. All adults agree that they will not speak about poor behaviour in front of the child or within their earshot as this exacerbates the possibility of a child experiencing toxic shame.

When discussing behaviour with pupils, adults should reflect back on recent PSHE lessons, refer to the Zones of Regulation and use the language based on our school values. It is important not to shame a pupil about their behaviour; it is better to remind them of the positive choices they could have made and have likely made in the past. Staff will remind the children of the importance of acting as a Redstart Citizen who is following The Redstart Way and promote the normal expectations of behaviour within our school.

Although an appropriate sanction might be used, we believe that quality 'reflection' with an emotionally available adult is a more important and effective intervention to prevent further similar, unwanted behaviours. The staff member should try to develop empathy in the child, asking them to consider how their actions are impacting the learning or well-being of others. All staff will adopt a 'collaborative problem-solving approach' when reflecting with pupils on challenging behaviours.

Importantly, staff are encouraged to spot signs or triggers of negative behaviours by knowing their children and understanding their individual needs. Many negative behaviours can be easily diffused if the situation is handled appropriately. Therefore, staff all receive training on diffusing behaviour incidents using the C.A.R.E approach as detailed below.

We recognise the impact of trauma on brain development and are mindful that children's responses are due to unavoidable chemical reactions in their brains, rather than 'negative choices'.

### Discouraging Unacceptable Behaviour

When a pupil displays behaviour that is not in line with our school promises, it is important that we try to recognise how they may be feeling and provide opportunities to correct that behaviour. To do this, we follow these 5 steps and CARE approach below. Some children may have a different plan, and this will be clear in their Behaviour Support Plan.

<b>STEP 1</b>	Poor behaviour - this could be individual or class	Class teacher gives oral reminders to children of behaviour expectations.
<b>STEP 2</b>	Poor behaviour continues	Warning - name the behaviour and remind of expectations (*1). Put a mark against child's name on the board.
<b>STEP 3</b>	Poor behaviour continues	Class teacher may send child to a different space, or another classroom, to reduce escalation and/or are picked up by Nurture. (*2) At the end of the lesson (or most appropriate time), a brief reset conversation is needed.
<b>STEP 4a</b> <b>OR</b>	Poor behaviour continues	Child remains behind at break or lunchtime for a longer reflection with the teacher. Incident should be logged onto Bromcom and SLT informed if necessary.
<b>STEP 4b</b>	Poor behaviour is aggressive (verbal or physical)	Inform SLT Nurture provision may be called for support

\*1 "You have been reminded about behaviour expectations and have not followed them. This is now a 'warning' and I am recording it on the board."

\*2 "You have been reminded again about behaviour expectations and have not followed them. We are going to move you to X to help you meet the expectations."

### C.A.R.E

When dealing with any behaviour incident, staff adopt the C.A.R.E approach to ensure incidents are dealt with fully and don't reignite or escalate further at a later time.

- **C**onnect with the child- mirror behaviour, soft touch, eye contact, possibly leading away or distraction

- **Accept-** communicate your acceptance of the emotion... 'I'm wondering if...' 'I can see...'
- **Reflect-** help the child to reflect on how they are feeling...Zones, pictures, use of own experience
- **End stage-** help them to **problem solve** (if needed) and remind them that all feelings are ok but some behaviours are not.

In more extreme cases the Principal or Assistant Principal will become involved. It may be necessary to refer to the SEN team where outside agencies may be consulted. In addition, a meeting will be held with parents / carers to agree the way forward. We believe that 'children do well if they can', so a supportive meeting would be held aimed at identifying specific 'lagging skills' or unsolved problems that the child may have, which results in the unwanted behaviours. We will look at how the adults can help address the lagging skills and unsolved problems. We will also again, encourage the pupil to develop a sense of self-discipline by helping them recognise their emotions, reflect on why and accept responsibility for their actions.

This will be recorded in a number of ways:

- Behaviour Support Plan
- Pastoral Support Plan
- Positive Handling Plan

#### Behaviour Support Plan

The Behaviour Support Plan is a formal contract that is drawn up between the parent/carer, child and school. It is at this stage that a contract is signed by all parties and external agency support may be requested.

Three SMART targets are agreed at the initial BSP meeting in consultation with all present. These are written in child speak and progress towards them is recorded daily. Weekly feedback is provided to parents so that they can support at home.

A BSP review meeting is held after six weeks to determine progress. At this point one of three courses of action will be decided upon:

1. A **significant** reduction in the number of behaviour incidents logged will usually result in the child coming off of the BSP.
2. A small reduction, or a similar number of behaviour incidents logged, will usually result in revised targets and the child continuing on the BSP for another six week block.
3. A **significant** increase in the number of behaviour incidents logged over six weeks leading to a Pastoral Support Plan (PSP) and / or a Positive Handling Plan (PHP).

#### **Pastoral Support Plan**

A Pastoral Support Plan (PSP) is put in place when either the Behaviour Support Plan has been ineffective, or a pupil is in danger of exclusion.

The Pastoral Support Plan is written in accordance with advice from the behaviour specialists and the SENCo. Parents/carers, the child, the class teacher and the SENCo meet together to write and agree the targets for the PSP. The child's progress towards

their behaviour targets are reviewed every half term.

### **Positive Handling Plan**

A Positive Handling Plan is put in place where a child is known to express their distressed behaviour through aggression towards others. The plan identifies the triggers that may lead to violence and how this might be de-escalated. It will also state what restraints may be used if the child is likely to harm themselves or others. The plan is agreed with parents / carers.

### **Suspensions and Exclusions**

The outcome of any case deemed extreme may be that a child may be excluded either for a fixed term or permanently depending on the severity. This will follow statutory guidance for those with legal responsibilities in relation to exclusion. 'Exclusion from maintained schools, academies and pupil referral units in England Sep 2017' (DFE). For further information, a copy is available in the school office or follow the link below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Behaviour Logging**

Behaviour incidents are recorded electronically using Bromcom so we can ensure incidents are dealt with appropriately and consistently. The SLT analyses this at least every half term so that any patterns of behaviour can be identified. These can then be addressed before becoming more significant behaviour trends for individuals. Staff ensure that patterns of behaviour are communicated at the earliest opportunity.

At lunchtime, information is shared verbally with class teachers and may be logged on to the Bromcom behaviour log.

### **The use of Restrictive Physical Intervention**

In rare situations, where attempts to de-escalate a child's behaviour have been unsuccessful and they are at risk of causing injury to themselves or others (children or adults), Restrictive Physical Intervention (RPI) strategies advised by Team Teach may be used. Only staff who have received appropriate Team Teach training will hold pupils in any form of 'restraint' as guided by this training and all staff should seek a trained person to support them in the event of an emergency, although it is important to note that all staff working in schools have the authority to physically intervene if a child is putting themselves in danger. Before using Restrictive Physical Intervention at our school, staff will endeavour to engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. The use of Restrictive Physical Intervention will only be proportionate to the level of risk and will be reduced at the earliest possible time.

Where an adult has held a child using a Team Teach restrictive physical intervention, this will be recorded within the 'bound book' and reported to parents and all agencies involved with the child as appropriate.



This guidance should be read in conjunction with 'Use of reasonable force advice for headteachers, staff and governing bodies July 2013' (DFE). A copy is available in the school office or follow the link below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Clear procedures are also followed for any child who runs from school (see Appendix 1).

## **APPENDIX 1**

### **Pupils who run from school**

#### **When a child runs from the classroom:**

1. When a child leaves the classroom and is supported on a 1:1 basis, it is appropriate for the TA to go with the child, speak to them and then return with them to the classroom. It would be helpful to talk to the child about any possible 'trigger' during the calming down process.
2. When the child leaves the classroom without a TA the Class Teacher should ask another child from the class to inform the Principal or Assistant Principal via the School Office. If the first procedure is not successful then the TA will inform the Principal or Assistant Principal and another adult will be asked to help with returning the child to the classroom.

**When a child leaves the school grounds:**

1. A member of staff informs the Principal or Assistant Principal I (via the School Office) that a child has definitely left the school grounds.
2. A short initial investigation will be made by the Principal or Assistant Principal as to the whereabouts of the child in the very local vicinity.
3. If no contact can be made with the child then a telephone call will be made to the Police and Parents, by the School Administrator, informing them of the approximate time and direction that the child left the campus and the current situation.
4. If the child is unable to be located, the School will liaise with Police and Parents again as to the course of action to be taken.
5. If contact is made with the child in the meantime, then 'choices' are given, as appropriate, and parents are advised of the situation.
6. If the Police have been informed and the child subsequently returns to School, the School Administrator will contact the relevant Police Office and the appropriate reference number will be given with full details.
7. A full investigation, including a discussion with the child, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded on Bromcom.