



HORBURY BRIDGE CE J&I ACADEMY

POSITIVE BEHAVIOUR POLICY AND PROCEDURE

Value Statement

All children are valued as unique individuals at Horbury Bridge CE Junior and Infant Academy and all our actions are underpinned by our Christian values. We believe that our children have the right to education in a safe, caring environment, free from any fear or intimidation from any other person for whatever reason. We expect all our children, staff and parents to share and support our values.

AIMS

- Encourage children to manage their own their behaviour
- Encourage children to respect the rights of others
- Develop children's self-esteem
- Build workable relationships that enable the school to be a safe and positive learning environment
- To provide a consistent framework for our expectations of behaviour and the effective management of behaviour
- To take appropriate action in response to incidents which impact on our rights to learn and teach

THE PRINCIPLES OF OUR BEHAVIOUR POLICY:

We believe that good behaviour and discipline are essential if children are to learn and teachers to teach effectively. It is dependent on positive relationships between all adults and children, and between children themselves. As staff we work hard to create a supportive and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

Ethos + Expectations = Behaviour

Our approach to behaviour and discipline is positive, believing that everyone in the school has:

- The right to learn
- The right to express their beliefs and faith
- The right to be safe.

These rights are the basis of our whole school expectations supported by our aim of living by our Christian values in all we do.

We believe that:

- Most children can and do behave appropriately.
- Children who do not behave sometimes choose not to, or may not have yet learnt the skills needed to behave at school or may be behaving in a way which reflects their own emotional needs.
- Children need to know and understand the boundaries of acceptable behaviour
- At school, we can provide an environment where most children can develop appropriate learning behaviour through the development of their social and emotional skills.
- Social and emotional skills enable learners to make informed choices about their behaviour by enhancing self-awareness and developing empathy.



EXPECTATIONS AND RESPONSIBILITIES

Staff, Governors and community	<ul style="list-style-type: none"> • To lead by example. • To be consistent in dealing with children, parents and adults in general. • To encourage the aims and values of the Academy, and local community, among the children. • To have high expectations of the children. • To meet the educational, social and behavioural needs of all the children through an appropriate curriculum and individual support. • To encourage regular communication between home and school.
Children	<ul style="list-style-type: none"> • To respect, support and care for each other, both in school and the wider community. • To take responsibility for their own actions and behaviour. • To do as instructed by all members of staff throughout the Academy day. • To value everyone as individuals • To attend regularly, on time, ready to learn and take part in activities.
Parents	<ul style="list-style-type: none"> • To be aware of, and support, the Academy's values and expectations. • To take an active and supportive interest in their child's work and progress. • To support the Academy ensuring their child engages with any additional learning e.g. homework, booster classes, • To ensure that children attend regularly, ready and equipped to learn • To provide the Academy with an emergency contact number.

STRATEGIES FOR POSITIVE BEHAVIOUR MANAGEMENT

Effective behaviour management includes ensuring effective:

- Learning and Teaching-e.g. assessment, matching work at the right level, engaging teaching and activities
- Behaviour for Learning-e.g. conditions for learning, school and classroom ethos,

A positive approach promoting mutual respect, tolerance and positive relationships is developed through personal and social education (PSE) throughout the academy, exploration of Christian values in assemblies, and by being modelled and referred to throughout all aspects of academy life.

Rights and responsibilities are explored with each class at the start of each year by the class teacher, leading to a class agreement of what these mean in practice in that class and the expectations for that class. Our whole school expectations (See Appendix 1) are explained, reinforced and made explicit throughout the year so that children understand the expectations of them in different situations around school.

Lunchtime and playtime charters mirror the rights and responsibilities explored in class. These are underpinned by our Christian Values. These are exemplified with photos to model the behaviours and make the expectations clear for all children and are displayed so they can be used and referred to at break times. (See Appendix).

Consistency is the key to behaviour strategies being successful.

To be effective, we expect a **consistent commitment** from **all staff** to operate within the agreed policy and framework of procedures.



REWARDS

Rewards are a key part of a positive approach by reaffirming expectations, acknowledging that a child is meeting these and encouraging good attitudes to learning and appropriate behaviours and social skills. Rewards can boost a child's self esteem and motivation. We ultimately want children to be self motivated and self disciplined rather than needing extrinsic motivation or reward, however, children need to know what and when they are doing well and deserve our recognition of this.

Rewards	
Individual affirmation of behaviour	<ul style="list-style-type: none"> • Positive reinforcement with appropriate positive comments and specific feedback either privately or publicly-smile, thumbs up, praise to individual/in front of others. • Given for improvement or maintaining good behaviour/attitude/learning; additional interest, effort and attitude demonstrated e.g. by additional homework • Child given responsibility. • Share with other staff to also celebrate children's achievements • Share positive feedback with parents • Stickers
Marble Jar	<ul style="list-style-type: none"> • The whole class work towards filling their marble jar. • This is given immediately for good, collective behaviour. • When the marble jar is full, the children receive a reward negotiated with them so that it is meaningful to them and a genuine reward e.g. class camping skills, Mad Hatters Tea Party
Achievements Assembly	<ul style="list-style-type: none"> • Achievements are awarded for learning and behaviour, including: attitude, effort, attainment which is either good for that child or is of a high standard for that age, social skills, manners. • These may be awarded to a child who has made significant progress/change and 'stands out' that week but also to those children who 'always' learn and behave in the best way possible
Lunchtime Awards	<ul style="list-style-type: none"> • Lunchtime supervisors note children's social skills and behaviours each week, with a particular focus on that half term's Christian value. The class of the week is announced in Achievements assembly and contributes a marble in the class jar.
House Points (sports)	<ul style="list-style-type: none"> • Awarded in Achievements assembly for sporting attitudes, teamwork, effort, skills. • These are added to the child's house team with trophies awarded to the winning house at the end of the year

Additional systems may be used as and when necessary in different classes as appropriate to the age and needs of the children. These will be used alongside and to complement whole school reward systems and will follow the same principles of our whole school approach.



CLASSROOM MANAGEMENT: OUR PREFERRED PRACTICES (Behaviour Leadership)

Our practice is strongly informed and guided by the work of Bill Rogers, a consultant and expert on positive approaches to behaviour and discipline. We also take account of national guidance (See Appendix 2). Our 'Preferred Practices' define a shared, consistent, respectful, effective leadership of behaviour management and discipline for all adults in school. (For detail see Resources).

- **Communicate Calmness**

In tone, manner, language, body language.

- **Least to most intrusive**

Use when intervening in any context, ensuring appropriate and fair opportunities/'choices' given by the adult to the child, to amend their behaviour. E.g. least intrusive-a non-verbal cue, expectation reminder, simple direction. Most intrusive will be where there is repetitive disruption, potential safety concern, aggressive behaviour

- **Positive Corrective Language**

Focus on the 'do' rather than over focusing on the 'don't', and conditional direction

E.g. 'Hands up thanks', rather than 'Don't call out'

'When.....then.....' rather than 'No, you can't.....'

'Thank you' is more powerful than 'please' as it conveys an expectation rather than a request

- **Focus directed to the Primary Behaviour**

Avoid the distraction of secondary behaviours to minimise confrontation and engage compliance/cooperation. Use strategies such as tactical ignoring, selective attention, partial agreement, descriptive and directional cues, directed choices, consequential choices, refocusing, take up time. Focus on the unwanted **behaviour not the child**.

- **Encouragement not blanket praise**

Use focused encouragement and praise/reward which is explicit to the behaviour/learning

- **3Rs of Consequences**

Does the consequence RELATE to the behaviour?

Is it REASONABLE (in terms of seriousness?)

Do we keep the RESPECT (of and towards the child) intact when applying the consequence?

- **Follow Up and Follow Through**

Consequences appropriate to the situation can be worked through with the child, one to one when they are calm.

One to one on issues that matter can repair and rebuild relationships and consider any necessary restitution. This can be an informal 'chat' after the lesson, incident reflection sheet, consequences related to the behaviour. This allows the adult to acknowledge the child's feelings and focus on the behaviour or task related to the consequence. This should ideally be carried out by the adult who initiates the consequence.

Restitutional questions help children identify what happened and how they can make things better: What actually happened? What rule/right was affected by your behaviour? How did your behaviour affect others?

What can you do to make things better/sort things out? How can I help you do this?

The certainty of follow up and consequence is more powerful in behaviour management, than the severity of consequence.



STRATEGIES: LEVELS OF RESPONSE

There are staged interventions for when low level behaviours occur, in accordance with our preferred practice of 'least to most intrusive' in order to prevent escalation and to provide de-escalation of behaviour. Low level behaviours may escalate to more disruptive behaviours; however, some challenging behaviour may occur rapidly and need a higher level of response immediately.

Children behaving and learning:

- Reinforcement of expectations, rights and responsibilities referred to
- Praise and reward for these

Low level behaviours

- The child stopping their own learning but not interfering with the learning of others.
- Child stopping their own learning and beginning to distract others from their learning.

Initial strategies include:

- Tactical ignoring
- Obvious watching/ a look
- Moving closer to the child
- Use of distraction
- Use of child's name
- Pleasant reminder
- A private word
- Say what you see ..." (name) you are (action), you need to (desired behaviour), thank you"
- Calm, assertive instruction
- Rule reminders
- Praise others for desired behaviour
- Take up time
- Offering a choice-language of choice: "If you choose **not to** (desired behaviour) then you're choosing to (consequence). If you choose **to** (desired behaviour) then you're choosing (not to have consequence/something positive). Make the right choice, thank you"

Where a child does not re engage with these strategies:

- Relocation in class
- Time to reflect/think in a specified place in class for specified time (as appropriate to age/child)
- Time out with member of staff from class as appropriate/available
- Time out to other classes
- Implement consequence (In line with our preferred practice of 3Rs) –time for discussion of and reflection on behaviour, agree what they are going to do about it.

Where a child does not cooperate or comply with the above

- Involvement of Senior Leadership -use of earlier de-escalation strategies
- Allow time and space somewhere else to calm down
- Remove the 'audience' to reduce likelihood of attention seeking response e.g. move other children
- Parents asked to come and speak to their child/sit with them in class
- Physical intervention at the lowest possible level may be used in line with 'Team Teach', to guide and direct children away to a quiet area.

Taking into account the constraints of staffing and space and our belief in a positive approach, it is the policy of the Academy that staff only use physical intervention/restraint as a last resort; where a child is putting themselves or another in danger/at risk of injury. The actions that we take are in line with government guidelines on the restraint of children.



CONSEQUENCES

A consequence is not necessarily a 'punishment' or sanction but is an action that takes place as a result of the behaviour.

In line with our preferred practice of 3Rs, consequence should match behaviour – e.g. if the child is stopping children from being safe at lunchtime, they should miss an appropriate time from their lunch break to reflect on behaviour, if a child has a poor attitude to learning, they may be asked to stay in at playtime to finish their work.

- Repair and Rebuild-Time to think/ talk about the issue and agree what they are going to do about it. to put things right (this may be done verbally or in writing depending on the child)
- Misses relevant activity, e.g. playtime
- Making things 'right' e.g. if books have been thrown, they are picked up
- Making a positive contribution as part of making amends e.g. in addition to picking up the books, tidies the rest of the library
- Letter of apology
- Misses a privilege or series of privileges
- Teacher talking informally with the pupil's parents
- Time out /'internal exclusion'
- Phone call/meeting with parents involving Senior Leadership Team
- Behaviour monitoring-daily/weekly recording and reporting to parents
- Exclusion

Repair and Rebuild

In line with our preferred practice of 'follow up and follow through' an important consequence is that there is time to 'Repair and Rebuild', preferably carried out by the person directly involved in the incident.

This is used to reinforce behavioural expectations, while embedding a process of problem solving and self-review. It provides a structured review of their actions. The reflection sheet may be a sheet completed by the child or may be a structured discussion. It can only take place when the child is calm enough to do this.

The intention is to give the child a clear and structured format to consider their behaviour which led to the meeting or completion of the sheet, to review the rules and expectations of them and to then indicate what, after some detailed consideration, would be a more appropriate response.

It may include:

1. This is what I did.....
2. This is rule I ignored/the expectation of the teaching and learning area (e.g. classroom, hall, playground)
3. This is what I should have done/what I will do next time.

This structure enables children to begin a problem-solving process and consider how their behaviour is affecting themselves, other children and adults and the learning environment.

This reflective process helps the child to be self-aware and to begin to use their learnt skills in managing their emotions. Being aware of how their actions are affecting others and planning more appropriate actions given the same situation provides the opportunity to reflect on both motivational skills and the ability to demonstrate empathy. When the child has reflected on their behaviour and reinforced the expectations of their behaviour, they can plan their future behaviour in similar circumstances, visualising all of this in a social environment.



ACTIONS

Alongside the immediate responsive strategies for the management of behaviour and implementation of consequences, other actions need to be taken depending on the behaviour

Behaviour	Action
<p>Child respects the rights of self and others; is cooperative and self controlled</p>	<p>Behaviour Management is mainly class based and the teacher's responsibility</p> <ul style="list-style-type: none"> • Positive reinforcement of behaviour with appropriate comments and specific feedback (encouragement, acknowledgement, sharing success, giving responsibility etc)
<p>Minor disruptions e.g. rudeness, annoying others, lack of homework, punctuality issues, etc</p> <p>Basically respects the rights of others but has difficulties which affect self esteem.</p> <p>Some degree of frustration, low concentration levels.</p>	<p>Behaviour Management is mainly class based and the teacher's responsibility</p> <ul style="list-style-type: none"> • Teacher seeks supportive solution to the problem in discussion with the child. • Consultation with colleagues. • May inform and discuss with parents depending on frequency/severity. • Teacher uses class log to record anything significant • Reinforce success, regular meetings for positive information to parents and colleagues
<p>Persistently violates the rights of others in a minor way.</p> <p>Has continuing but minor problems e.g. continues low level behaviour, poor attitude to learning, rude and unresponsive in class, disrupts learning of others/ violates rights of others</p>	<p>Behaviour Management involves wider school support</p> <ul style="list-style-type: none"> • Teacher consults with colleagues • Inform and discuss with parents. • Actions may include behaviour charts and targets, partial withdrawal from playtimes (if these are a problem area), advice from appropriate agencies. • Teacher logs incidents in class log • Supportive measures implemented e.g. individual reward systems, specific programmes to address behavioural/social skills
<p>Continually breaches the rights of others.</p> <p>Regular and serious infringements of the rights of others e.g. verbal or physical assault, intimidation, vandalism, defiance, disruption to others' learning and wider school.</p> <p>Isolated serious incidents, continued deterioration in behaviour ignoring attempts to help.</p>	<p>Behaviour Management involves wider support and intervention to restore behaviour</p> <ul style="list-style-type: none"> • Teacher consults with colleagues • Inform and discuss with parents. • Daily/weekly reports/meetings may be set up • Documentation on Behaviour Incident Records logged and filed. (See Appendix 6) Key information passed to other staff as relevant. • Behaviour Management Plan and /or IBP in place (See Appendix 6 and Inclusion Policy) • Outside agencies involved for advice and intervention e.g. Educational Psychology (EP), CAMHS (Child and Adolescent Mental Health), CfIT (Child and Family Inclusion Team), TYS (Targeted Youth Support), GP, etc • Actions in addition to those above, include withdrawal from class/internal exclusion, daily behaviour monitoring, withdrawal from school activities or playtimes e.g. visits



<p>Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, dangerous, uncontrollable, uncooperative, significant impact on peers or health and safety</p>	<p>Teacher refers directly to Senior Leadership Team (SLT). Involvement of parents. Action may include exclusion.</p>
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CONTINUUM OF BEHAVIOURS

Inappropriate behaviours can be considered in three categories.

- Behaviour which prevents others from learning
- Abusive behaviour
- Dangerous behaviour

In deciding how to manage children's behaviour and when identifying specific behaviours to be developed through individual intervention work, it can be useful to imagine a continuum, from self-discipline, to low level behaviours, to the most extreme forms of unacceptable behaviour.

(See Appendix 3)

ABSCONDING

The Academy has a procedure for staff to follow if a child leaves the premises (See Appendix 4- Absconding Procedure)

BEHAVIOUR RECORDS

Class teachers keep their own behaviour logs of minor incidents, including information passed on from break or lunchtime staff, based on their professional judgment as to what is significant. This enables the class teacher to note any repetition or patterns of behaviour at different times and locations.

Any adult can complete a Behaviour Incident Record where the behaviour is considered serious enough for Senior Leadership involvement. (Appendix 6). Specific incident reports are used when recording incidents of a racist/homophobic nature. (Appendix 7)

When anyone has concerns or has received allegations of repeated behaviour issues at break times, these are passed on to alert all staff on duty to be vigilant about specific children/relationships and to be able to contribute to establishing any wider and more accurate picture of what may be happening.

FIXED TERM AND PERMANENT EXCLUSION

Under exceptional circumstances, the Headteacher may issue a fixed term or permanent exclusion. If the Headteacher excludes a child, they will inform the parents, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Headteacher will follow DfE guidelines and would inform the LA and the governing body.

Exclusion would only be considered when all other reasonable strategies available to the school have been considered and found to be inappropriate or ineffective e.g.:-

- If the continued presence of the child was considered to be unsafe, either for the child or for others.
- Exclusion was necessary to deal with a crisis or emergency.
- If the Academy at that time was unable to meet the needs of that child.



SUPPORT FOR CHILDREN WITH PERSISTENT BEHAVIOUR DIFFICULTIES

We recognise that some children will display more challenging or persistent behaviours and do not respond to strategies which are effective for most of the class. Our approach responsive to different children's contexts and includes management of behaviour as well as support for improvement. In such instances, strategies may include:

- Specific programmes of work to address emotional/behavioural development
- Involvement of outside agencies for supportive measures for the child/family and advice for staff
- Implementation of advice and strategies from outside agencies
- Behaviour risk assessments to identify triggers and pre planned responses to anticipated behaviours
- Behaviour assessments e.g. Boxall Profile
- Individual Behaviour Plans (IBPs)
- Individual rewards and incentives matched to clear targets and monitoring of these.

As part of our inclusive ethos, our Christian Values and through the curriculum, we raise awareness that everyone is different and that different responses may be necessary for different children within the same core framework of our expectations and code of behaviour. This is important so that other children do not perceive these individual systems to be unfairly rewarding unacceptable behaviour. This mirrors our approach to inclusion and differentiation of work and working periods for children with specific learning needs.

PARENTS AND OTHER AGENCIES

We wish to work in partnership with parents to help children with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response to individual needs.

- Parents will be contacted when behaviours are causing a concern and when individual target/monitoring sheets are put in place (See also Inclusion Policy)
- It is important for children and parents that parent contact is positive, not just negative and that parents are contacted regarding improved behaviours as well as about concerns.
- The SLT will support staff with exploring specific strategies and with devising and implementing appropriate personalised reward and sanction systems where children need additional support due to their specific needs.
- For children who continue to display disruptive behaviour and for whom other school systems do not appear to be effective, outside agencies such as Educational Psychology Service (EP), CAHMS (Child and Adolescent Mental Health Service), TYS (Targeted Youth Support), will be involved for support, advice and where necessary, assessment.
- Ultimately, if a child continues seriously to violate the rights of others or shows no sign of wanting to/being able to change despite differentiated or additional support and provision, other sanctions such as exclusion will be considered.



TRANSITION

As part of any transition to a new teacher/class, staff meet to discuss individual children, including information about likely triggers, effective de-escalation strategies and systems which particularly engage and support individuals.

All behaviour records are passed on between classes. The class Inclusion File contains any IBPs (Individual Behaviour Plans), behaviour assessment information and records of other agency involvement as appropriate.

When children move between schools, relevant records are transferred alongside discussion with key staff in order to ensure consistency and a smooth transition.

STAFF DEVELOPMENT AND SUPPORT

It is the responsibility of all staff to develop and maintain good relationships, to implement our agreed expectations and 'preferred practices' for behaviour management, consistently and fairly.

Our approach to positive behaviour management and behaviour recovery is based on the Bill Rogers approach. Our 'preferred practices' and agreed expectations have been drawn from this. A number of related resources are available for further reference and detail and will be part of the induction information for any new staff.

RESOURCES

A variety of 'Bill Rogers' resources are available from the Headteacher's office. These give more detail of the principles and strategies for effective, positive behaviour management on which this policy is based. Any member of staff can use these to develop their understanding of Academy policy and approaches to behaviour management.

Books

Behaviour Management: A Whole School Approach

Classroom Behaviour

Cracking the Hard Class

Behaviour Management with Young Children

How to Manage Children's Challenging Behaviour

Behaviour Recovery

The New Social Story Book (Carol Gray)

DVD

Cracking the Challenging Class

Course Notes

Preferred Practices

This policy and practice will be reviewed and updated in line to meet any evolving needs of the Academy and in line with any changes in legislation and nationally recognised good practice guidance.



APPENDIX 1

CONSISTENT EXPECTATIONS OF BEHAVIOUR

What/when	Expectation
In class	
Teacher talk time	No talking whilst an adult/other child is talking Give eye contact when the teacher/adult is speaking Sitting facing the direction of the adult/child speaking without fidgeting (individual tolerance of this for some children with specific needs)
Water bottles	When everyone is listening, water bottles shouldn't be used Rule reminder that they are for refreshing/giving body and brain fluid Water bottles to be taken out at break times. Water bottle monitors to go first as the class go in so that bottles are available in class as children come in
Noise levels	Use of visual cues to support understanding e.g. high/low hands, crocodile arms opening/closing Numerical cues Independent work 0 silent Paired work 2/3 quiet Practical /group work 5 Dining room 3 paired voices, speak to people who you are sitting next to/opposite Playtime voices 10
Use of equipment/resources	All resources are ready and available. Spares should also be available in class. Everything goes back where it belongs. Equipment should be taken care of and returned in the condition it was found in. Books should have their spine showing in class and library.
Gaining attention	Cue the children that there will be a time when they need to finish. Give them lead in time. When you need whole class attention instantly, this can be done through a visual cue, clapping, asking the children to freeze etc
Transition times	Quietly Safely Quickly
Movement around class and through school	Children stay in their seats (exception foundation) unless they need to get something to support their learning e.g. maths challenge, pencil, dictionary etc Children are supervised at all times Children need to ask to leave class
Talk Partners	Teachers will model what good talk partners look like. This should be displayed in a visible class agreement and referred to when necessary



What/when	Expectation
Around School	
Walking in the corridor Whole class	Single file Silent
Walking in the corridor Small groups/pairs unaccompanied e.g. register	In line/pairs if a small group Quietly
Meeting someone in the corridor	Give way to an adult and hold the door As a class, the first person in the line stays and holds the door for the rest of the class Meeting other children, step to one side, hold the door Say thank you if the door has been held for you
Assembly	Stop outside the hall door-rule reminder that we go into assembly silently Same expectations for sitting and listening as expected in class Children led back to classrooms to collect coats/toilet and to be taken out to play Snack to be kept in coat pocket

What/when	Expectation
Playground	
Equipment	Children will be encouraged to use equipment imaginatively but not throwing it.
Play fighting	Imaginative role play should not involve direct contact. Act out without touching each other physically
Lining up	At the bell, children walk to line up Make sure children tell staff inside the bell is going Staff collect children from the playground



APPENDIX 2

BEHAVIOUR CHECKLIST FOR TEACHERS

Taken from DfE 2011:

**Getting the simple things right: Charlie Taylor's behaviour checklists
(Government's Expert Adviser on behaviour in schools)**

Classroom

Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom.
Display rules in the class - and ensure that the pupils and staff know what they are.
Display the tariff of sanctions in class.
Have a system in place to follow through with all sanctions.
Display the tariff of rewards in class.
Have a system in place to follow through with all rewards.
Have a visual timetable on the wall.
Follow the school behaviour policy.

Pupils

Know the names of children.
Have a plan for children who are likely to misbehave.
Ensure other adults in the class know the plan.
Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.
Praise the behaviour you want to see more of.
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
Differentiate.
Stay calm.
Have clear routines for transitions and for stopping the class.
Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.



KEY PRINCIPLES FOR HEADTEACHERS TO HELP IMPROVE SCHOOL BEHAVIOUR

Taken from DfE 2011:

Getting the simple things right: Charlie Taylor's behaviour checklists
(Government's Expert Adviser on behaviour in schools)

Policy

Ensure absolute clarity about the expected standard of pupils' behaviour.
Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
Display the tariff of sanctions and rewards in each class.
Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

Model the behaviour you want to see from your staff.

Building

Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
Ensure that other Senior Leadership Team members are a visible presence around the school.
Check that pupils come in from the playground and move around the school in an orderly manner.
Check up on behaviour outside the school.
Check the building is clean and well-maintained.

Staff

Know the names of all staff.
Praise the good performance of staff.
Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

Praise good behaviour.
Celebrate successes.

Teaching

Monitor the amount of praise, rewards and punishments given by individual staff.
Ensure that staff praise good behaviour and work.
Ensure that staff understand special needs of pupils.

Individual pupils

Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
Put in place suitable support for pupils with behavioural difficulties.

Parents

Build positive relationships with the parents of pupils with behaviour difficulties.



APPENDIX 3 CONTINUUM OF BEHAVIOURS

Children behaving and learning Children are attentive, display positive attitudes towards their learning		
<ul style="list-style-type: none"> • Children respect the rights of others and show self-respect • Behaviour is sensitive, thoughtful and polite 		
Preventing learning	Abusive behaviour	Dangerous behaviours
<p>Low level behaviours</p> <ul style="list-style-type: none"> • Using a raised voice which disturbs others. • Talking loudly or repeatedly during listening or silent time. • Moving unnecessarily around the classroom, preventing own & others' learning. • Initiating arguments 	<ul style="list-style-type: none"> • Using bad language • Unkind personal remarks • Pulling faces behind someone's back. • Defying or disobeying an adult. • Showing disregard for others' personal space. 	<ul style="list-style-type: none"> • Throwing an object at another person or which could injure.
<ul style="list-style-type: none"> • Intentionally deface/destroy materials or resources. • Spoil or take another's work • Deliberately distract others (e.g. nip, poke) • Refuse to share materials/resources • Monopolise teacher time/attention. • Refuse to be quiet/still at listening times. 	<ul style="list-style-type: none"> • Deface others' work or make insulting comments about it. • Swear at another person. • Answering back to adults in a disrespectful manner. • Cruel personal remarks • Deliberately hitting, kicking, pushing, restraining or dominating in some way. • Persistently defy adults working in school. 	<ul style="list-style-type: none"> • Loss of self-control e.g. temper tantrum • Unsafe use of large apparatus • Making others feel unsafe, e.g. pushing during PE lesson. • Physical fight with another child, or deliberate, hit, kick or push.
<ul style="list-style-type: none"> • Persistence with earlier levels etc. • Inciting others to disruptive behaviour • Shouting down others, including adults. 	<ul style="list-style-type: none"> • Bullying • Inciting others to bully • Mild physical aggression towards an adult. • Vandalising others' property, including school property, or work. • Threatening others with dangerous objects • Persistence with earlier levels of disruptive behaviour, despite discussion & sanctions. 	<ul style="list-style-type: none"> • Running away from school premises • Assaulting another with an object • Inappropriately breaking large equipment (e.g. door) • Loss of self-control which requires physical restraint by an adult. • Persistence with earlier levels of disruptive behaviour etc.
<p>Extreme behaviours</p> <ul style="list-style-type: none"> • Teacher's record of pupil's disruptive behaviour shows an unacceptable loss of teaching time • Persistence at earlier levels. • Lack of parental support for Behaviour Policy 	<ul style="list-style-type: none"> • Persistence at earlier levels • Persistent, recorded, serious violence towards others • Persistent abusive language • Persistent bullying • Lack of parental support to school & for Behaviour Policy. • Abusive sexualised behaviour • Physically assaulting an adult 	<ul style="list-style-type: none"> • Strike or injure another child • Loss of self-control - hurting self, others, or property • Lack of parental support for Academy policy.



APPENDIX 4

ABSCONDING PROCEDURE

1. Remind the child that they need to stay within school boundaries and that, if they continue to leave the premises, you will NOT chase them but will inform their parents.

2. If the child continues to leave the school grounds then staff should :
 - Monitor the child's whereabouts and alert senior management in school.
 - If the child puts themselves in danger, begins to damage property or leaves the immediate area then staff should inform parents of the situation.
 - Following a discussion with parents of the situation, if parents are unable to come to the school immediately, or are unable to be contacted or if the situation escalates then the police should be informed regarding appropriate action.



APPENDIX 5

HORBURY BRIDGE CE J&I ACADEMY BEHAVIOUR MANAGEMENT PLAN

Name

Year Group/Class.....

Possible behaviours

--

Warning Signs

--

Triggers

--

Targets

--



Intervention

--

Review date:

Signed by parent:

Signed by teacher:

Target Review

Evaluation (6 monthly or earlier if indicated by target)

Discussion with parents.

--

Signed Parent/Carer

Senior Leadership



APPENDIX 6

HORBURY BRIDGE CE J&I ACADEMY BEHAVIOUR INCIDENT RECORD

Child:	Year group:
Date and time of incident:	
Details: Facts and observations about behaviour, de-escalation strategies used, directions/warnings given, child's responses,	
Action taken: What, when, by whom Was positive handling used? If yes, describe and if restrictive intervention used, reference to Positive Handling Record	
Strategies used (tick all that apply)	
Calm talking	Distraction
Choice direction	Humour
Time out offered	Time out directed
Non-threatening body language	Verbal advice/support/reassurance
Reminder of rewards/sanctions	Safety instruction
Recorded elsewhere as appropriate -tick all that apply	
Pupil Accident Book	Staff Accident Book
First Aid	Staff Injury Record
Positive Handling Record	Other (please specify)
Person completing report: Signed Position Date	

Please hand completed form to Senior Leadership



Action taken by Senior Leadership:

What, when, by whom,

Follow up talk

Parents informed
(phone call/letter)

Complete work missed

Exclusion

Returned to Class

Other Sanction (please specify)

Parents informed Y/N

Other agencies involved Y/N If yes please specify

- Social Services
- Educational Psychologist
- Learning Support
- Other

Signed

Role

Date



APPENDIX 7

HORBURY BRIDGE CE J&I ACADEMY RACIST/HOMOPHOBIC INCIDENT RECORD

Professional judgement and sensitivity is required in dealing with such incidents to decide if comments have been made with this intent. In the case of young children particularly, they need to know such comments are unacceptable without needing an explanation of words they have heard and so may have used but may not fully understand.

Child:	Year group:
Date and time of incident:	Location:
Incident: Facts and observations about what was said, who to, who by, when, where, any relevant context leading to this, who heard it directly	
Action taken: What, when, by whom, child's response	
Person completing this record: Signed Position Date	

Please hand completed form to Senior Leadership

Action taken by Senior Leadership: What, when, by whom
Signed Role Date