

Promoting positive learning behaviour at Borrás Park Community Primary School

In line with our school values, all children are expected to **Be kind** and to uphold the school rules by conducting themselves to **Be respectful** and always **Be their Best**.

The following procedures acknowledge and praise the expected levels of behaviour and attitude as well as recognising and rewarding exemplary conduct. These procedures are set to establish a transparent system of consistency and fairness between all staff and pupils in school.

NB: It is acknowledged that this generic system may not be applicable or appropriate to some children due to their specific need. In these circumstances, the Class Teacher and other relevant staff will explore other alternative systems that will be effective on their level. In this case, a child will have more specific behaviour goals and strategies that are personal to them (Individual Behaviour Plan or shown on their One Page Profile).

An Individual Approach

As professionals, we acknowledge that the levels of tolerance may vary depending on specific learning or behavioural needs. For example, due to specific additional learning needs a child may not be able to avoid displaying certain types of behaviour or mannerisms. Each child has their own personal level of what transpires to be a "high expectation".

For example, an exceptionally able writer can work with minimum effort to produce a very pleasing piece of work; the outcome is of an expected standard for this child but the effort wasn't anything more. However, a child who usually struggles with accurate writing and focus produces their first ever completed account without any loss of concentration; the outcome is comparatively lower than the other child but the effort is above expectation and will be rewarded.

Fair, considerate and professional decisions will be made in all individual circumstances.

Responses to Positive Behaviour

All staff should get to know their pupils, connect with them, value them and acknowledge positive behaviour immediately. It may be as simple as using good manners, holding a door open or being helpful in some way. Unless a particular child is known to dislike public praise, s/he should be highlighted as a good example to others. Praise needs to be given immediately, be clear to the child and spread through conversation to others through discussion. It is the responsibility of ALL members of staff to identify and acknowledge the positive behaviour of any child across the school.

Responses to Negative Behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to deploy a number of strategies to ensure a safe and positive learning environment. Consistency is vital and should be appropriate to each individual situation and child (i.e. age, ability, need, nature). When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules:

1. **Be calm** ~ Children should be dealt with calmly, sensitively yet firmly and fairly referring to what the *action* is and *why* a sanction is being given. We focus on the behaviour or action and not the child.
2. **Logical Consequences** ~ A logical consequence is a sanction that should fit the offence. It generally has three steps. Firstly, to stop the misbehaviour. Secondly reminds the child of the rule/ code they have broken. Thirdly, reinstates the limits and teaches alternative behaviours and gives opportunities to make amends (to move on).

3. **Fresh Start** ~ Although persistent or serious misbehaviour needs recording and monitoring, every child must feel that every day is a fresh start with the chance to make things right and make improvements. A child may need to apologise for the mistakes made in order to gain closure and feel able to move on.
4. **Communicate** ~ Does the child fully understand what went wrong/what the error was/what the poor choice was? Staff should always consider who else needs to know at this stage. It is vital to have clear lines of communication with a child's parents at the earliest opportunity.

Effort, Behaviour and Attitude Analysis

Reward Strategies
Smile / thumbs up / high five / fist pump
Verbal praise to individuals, group or class. Making clear exactly <i>what</i> was good. "Well done for" "I saw what you did then, that was great." " I heard you use your manners then, thank you." "I could see that you were frustrated then; but you dealt with it really well. Good choice." "Wow, it makes such a difference when you walk quietly down the corridor. Thank you."
Stickers based on the individual achievement i.e. good behaviour for them
Dojo points
Seren y Dydd
Individual reward for 'money can't buy' vouchers
Special job or privilege given
Merits for effort and achievement
Silent praise using a card or token placed next to the child as they work - they know they have done really well but don't respond well to public praise
Bonus Break time earned - eg equipment on yard / zones to include cartoons in a classroom, dance music playing, sports etc
Head Teacher's Award
See-Saw note to parents
Class rewards - Can be the collective decision of the class e.g. come to school in PJ's, have a film afternoon
Positive comment to Parents at the door at home time
Phone call home from the teacher
Sent to see the Head Teacher and/or Deputy Head to show their work or to hear about the excellent behaviour, high effort or special event
Special post card sent home in the post
Head and/or Deputy Head phone call home

Consequence Strategies - Class level
Eye contact / silent signals
Be present and visible - have a positive presence. Simply being there is usually enough.
Proximity Praising - instead of the focus going on a negative situation; instead, staff openly praise a child or some children that are clearly doing the right thing near by. This may influence a better choice in behaviour.
General, discrete verbal warning specifically aimed at the individual. A quiet word in the ear or low-level instruction. Focus on the positive/ expectation Rather than, "Stop fiddling with your pencil case!" Try, "You can listen better without fiddling with your pencil case. Thank you." Or "What should you be doing right now? That's right, so please get on with it. Thank you."
Quiet word with the individual - restorative practise. Give clear choices and set out the expected behaviour or expected changes. "It's your choice."
Verbal Warning to the child. "It was your choice not to A better decision would have been You still have a chance to change. It's your choice."

Time Out (age dependent and followed up with restorative conversation - children to complete work set). Time Out may even be used on the yard outside in order to offer a chance for the child to reflect, calm down or be ready to make changes.
Locate to an agreed space from the class. Child may self-regulate in such a space and use this as an option to avoid matters escalating.
Missed morning break time or part of lunch break. Child must be supervised by Class Teacher rather than be sent to the Head/ Deputy office.
Quick See-Saw message to arrange an informal meeting or phone call home to share any emerging concerns over behaviour. Get in there early.
Further See-Saw messages to update or phone calls home to be exchanged to highlight growing concerns over behaviour.
Loss of other privileges or opportunities (warn of this consequence first - "If you continue to do this, I will have to stop you from playing football at break time today. If you listen to my instruction, you will be able to play football. It's your choice." Giving the child the choice is important. Be careful what you consider as a loss of privilege as it always has to be followed through.
Give incentives to alter the course of behaviour or to tempt compliance. i.e. What's in it for them? What's the point in behaving for you? If they choose not to change their behaviour, they don't get the incentive.
Made to stand with a member of staff whilst on the yard instead of free-play.
Use of a discrete, visual aid such as a card or token placed next to the child to silently trigger a sign to change

Dealing with Incidents - De-escalation Strategies

How we approach the situation in the first instance can either escalate or de-escalate the problem. Best of all, we should be proactive enough to prevent an escalation in the first place.

1. **CONNECTION!** "No correction without connection", build up trust and respect though making positive connections with **all** children - even before or after you have them in your class.
2. Separate the child from the actions being criticised. E.g. "I like you, Tim as you are kind and caring. However, I'm not happy about your decision to xxxxxxxxxxxx. You are better than this." Or, "I'm not upset with you, Tim. However, I am upset with your choice to xxxxxxxxxxxx."
3. Assume a degree of 'positive intent' in the first instance.
4. Listen to the viewpoints of the child in question. Listen to **why** they behaved like that.
5. Investigate the other side of the story.
6. Use discretion to deal with the details of the problem/ incident.
7. Know and understand the needs and background of the child.
8. Learn of the most effective way that the child will respond to the criticism to be able to accept the consequence. The delivery of the consequence is as important as the consequence itself.
9. Make sure the child completely understands the reasons for the criticism, of the consequence and of the choices they had available to avoid it.
10. Not to act in haste with any emotional connection. It may lead to over-escalating the consequence.
11. At times, it pays to bide your time to deal with the matter; especially when a child is cross, distressed, anxious or emotional. Dealing with it at the heat of the moment can lead to secondary behaviour such as answering back or non-compliance.
12. Do not allow any secondary behaviour distract from the primary cause of the criticism. Timing is crucial.

13. Do not feel pressured into making a higher stage decision if you feel uncertain. This is also the same with making a high-level reward. For consistency, discuss the details of the situation with a colleague.
14. When you notice that the same child is constantly involved in low level behaviour, it's time to explore alternative, proactive means of managing the child's behaviour to stimulate the desire to improve.
15. Always be clear on the child's available choices. The consequence or reward is the child's choice. E.g. *"If you carry on doing that, xxxx will happen. If you do this instead, yyyy will happen. It's your choice!"*
16. Thank the child for any compliance. Eg, *"Good choice, I'm glad you decided to Thank you."* Do not labour the warning - thank them and walk away. Even though they made the right choice, a child may resent it by muttering. This is another example of secondary behaviour and should be ignored.
17. When a child goes home, they are highly likely to inform their parents of any consequences received that day. The version of events presented will inevitably favour the child and the parent will be naturally defensive and present a grievance. Make sure the child understands the rationale behind a consequence before they go home - you may have to rationalise the situation with them again. Be sure to inform parents efficiently and promptly via See-Saw or phone call.

Consistency and Sharing with Colleagues

When rewarding children from other classes, liaise with colleagues to ensure consistency, fairness and transparency.

To ensure consistency, all other staff can liaise with the Class Teacher to decide on the level of praise or consequence to use. There may be relevant history linked to the child (i.e. they've done that before) or specific personal reasons to explain a behaviour (e.g. a negative home event, ALN etc).

MDSA's and TA's should feel empowered and confident to feed into the same process of praise and consequences and must liaise with the child's Class Teacher. Feedback needs to be shared in a timely, sensitive and appropriate manner in order for matters to be dealt with efficiently. Positive feedback is for all ears; negative feedback should be shared in confidence so others do not hear.

Examples of behaviour levels. This list is not exhaustive nor does it suggest we have a problem with such behaviour or that they are commonplace at the school.

Low Level Examples Class Level	Answering back
	Intentionally ignoring or not listening to instructions from an adult.
	Shouting out to a point that causes disruption
	Constant non-work related chatter during quiet working time / assembly
	Running down the corridor
	Deliberately knocking objects onto the floor
	Spitting on the floor
	Making deliberate, silly noises
	Disrespect for furniture
	Use of bad language (passive and indirect e.g. in conversation)
	Fighting (less severe e.g. pushing/shoving)
Inappropriate behaviour in the toilet areas	
Medium Level Examples	Continuing to do the above even after some appropriate interventions
	Use of bad language / swearing (aggressive and directed)

Class Level - possibly with other senior staff involvement if persistent	Openly refusing to complete a given task or refusing a reasonable request from an adult- defiance
	Fighting (Serious punching/kicking) or Fighting for a 2 nd time or more
	Biting - deliberate
	Defacing or destroying own work or the work of others
	Spitting at another child
	First confirmed case of bullying and harassment
	Defiance or walking away from a member of staff
	Progressing through the consequence hierarchy process without any significant improvements being made = seek support/advice from ALNCo/ colleagues
High Level Examples Senior staff inc. Head/ Deputy	Serious physical assault to an adult or another child - unprovoked
	Spitting / swearing at a staff member
	Use of racist, homophobic and sexist language
	Confirmed and ongoing episodes of bullying or harassment
	Serious, aggressive defiance or blatant refusal to cooperate or comply
	Absconding from school grounds
	Setting fire alarm off intentionally
Destroying teaching and learning areas, throwing furniture	

New day - New Start!

It is important to us that every day is a new day; for some children each session/lesson needs to be a fresh start. A new chance to be kind, be respectful and be your best.

In an age appropriate way, the pupil will be made clear about his/her actions and of his/her choices to make a positive decision. Behaviour is dealt with in class or with colleagues (including senior staff such as Phase or Key Stage Leaders when appropriate). It is not necessary to escalate low or medium levels of behaviour to the Head or Deputy unless it is of a serious nature. It is also important to record and monitor continuous or prolonged cases of negative behaviour to refer to when involving parents.

Bonus Breaks

Children may earn a Bonus Break privilege.

An appropriate ratio of staff (Class Teachers and Teaching Assistants) are on duty for a Bonus Break.

A Bonus Break will be managed accordingly to suit the needs of the children. For example, one Class Teacher may remain in the hall space with a group whilst other go outside to monitor the playground activities. One Class Teacher could even set up a short film in a classroom. Either way, all children must be appropriately supervised and be made to consider their activities as not to disturb other classes around them (including occupying a space that is needed for a PE lesson).

In some cases, not all children will have earned a Bonus Break (i.e. a loss of privilege situation). Therefore, a member of staff must supervise them as they complete alternative tasks.

Record Keeping Documents

Class Teachers should make their own class record of behaviours, incidents and any significant interventions used. This is useful when building up a behaviour profile, exploring further support, feeding back to other staff and reporting back to parents.

Decisions to Exclude - Fixed Term Exclusions

Only the Head Teacher can make the decision to exclude a learner for a fixed period of time (or the Deputy Head in his absence) depending on the nature, context and severity of the incident. The school will rely and adhere with the guidance and procedures detailed in the latest version of the national guidance from Welsh Government, "*Exclusions from Schools and Pupil Referral Units*". At all times, the school will make every attempt to use proactive and effective management strategies in order to avoid such disciplinary action being applied.