



Boulevard Primary Partnership - Behaviour Management Policy

Downs Barn and Southwood Schools use Restorative Practice to underpin our Behaviour Management ethos and practice. We have high expectations that pupils will demonstrate good behaviour management at all times

1 The BPP Principles of Behaviour Management

The BPP principles of Behaviour Management are based on

- Rules, rights and responsibilities
- Minimisation of hostility and embarrassment
- Climate of choice
- Disciplining respectfully
- Positive expectations using restorative language
- The knowledge that all incidents will be followed up
- Triangle of support and cooperation between school, child and parents

2 The BPP Objectives of Behaviour Management

- To develop self-discipline and self-control
- To support and enhance the understanding and commitment to the 4Rs
- To enable on-task behaviour
- To enhance self-esteem
- To encourage accountability (i.e. accepting responsibility for own actions)
- To encourage recognition and respect for the rights of others
- To affirm co-operation and independence in learning
- To promote values of honesty, respect and rights of others
- To enable rational conflict resolution

3 The BPP Behaviour Management Systems

3.1 PREVENTATIVE - to minimise behavioural issues BPP has:

- Clear rules and consequences that all children are made aware of
- Clear expectations that are jointly created
- A positive environment, with reference to Bucket Filling
- Clear classroom organisation and management
- Whole class circles are used by teachers at appropriate times if needed
- A reflection area in each classroom
- A self-regulation station for children to access in, or in sight of, each classroom
- A Learning and Achievement Base on each site
- A daily opportunity for mindfulness activities, to enable children to become 'Ready to Learn'

3.2 CORRECTIVE - to ensure the desired behaviour is quickly established BPP staff implement:

- Restorative language
- Behaviour ladder
- Offering of choice and consequences
- The use of tactical ignoring when appropriate
- Defusing/ re-directing of potential conflict
- Reminding/ restating of rules
- Non-intrusive interventions

3.3 SUPPORTIVE- to ensure good behaviour is maintained BPP staff will:

- Encourage/ motivate pupils
- Follow-up any corrective behaviour in a positive manner
- Ensure consistency and certainty
- Re-establish relationships
- Ensure a climate of respect
- Use a positive classroom tone
- Implement a team approach
- Use a 4Rs report/individual chart to support behaviour choices for individuals

4 Behaviour Management in Practice

Each individual BPP staff member is responsible for ensuring the good behaviour of BPP pupils- with the class teacher playing a key role. The system is based on pupils understanding their rights, rules and responsibilities. These are based principally on our values of Respect, Responsibility, Reflection and Resilience. These are interpreted by the class teacher and the children at the beginning of the academic year to form a code of conduct with the notions of respect and fairness being paramount.

Our interventions should be non-intrusive and avoid confrontation and physical restraint if at all possible (we have adopted the Milton Keynes Policy on the **Use of Restrictive Physical Intervention with Children and Young People**). It is important that the child is treated with dignity and respect at all times. This does not mean however that a pupil should not be reprimanded. This should be in terms of the agreed consequences:

STEP 1-Warning

STEP 2-Reflection time in class

STEP 3- Reflection time in another classroom & next break in LAB (if appropriate)

STEP 4-Yellow card (LAB intervention) & next break in LAB

STEP 5-Red Card- immediate exit from class & break in LAB

STEP 5-Report- Amber/Red/School/Playtime depending on behaviour incidents

STEP 6-Exclusion

- Parents will be informed when a child has received a Red or Yellow card, when they have been placed on Amber or Red report, or following an incident which is related to one of the Equalities Characteristics (age/ disability/ gender-reassignment/ marriage/ pregnancy/ maternity/ race/ religion or belief/ sex). Parents need to

understand the severity of the incident and be asked to support the school's behaviour policy and any sanctions given to the child.

White cards are used by children if they need to visit the Regulation Station and are available for adults too, if they need time out of a classroom for a few minutes

We should always focus on the primary behaviour that is unacceptable, or to be encouraged, and not secondary behaviours. All interventions should be in the context of the language of choice and we should encourage pupils to articulate what they have done and as opposed to why they have done it. This should be followed up by the child articulating the right choice and what they can do to put it right. All incidents should be followed up at the earliest opportunity.

It is the class teacher's responsibility to notify the LAB and record time out of class incidents.

There may be rare occasions when individual children need to have an Individual Behaviour Plan for a short period of time, when the School's Behaviour Ladder proves to be unsuccessful due to the child's high needs. Individual Behaviour Plans will only be issued following advice, or a referral to the Specialist Intervention Team at Milton Keynes Council.

5 Using Restorative Questioning

Following a behavioural incident, Restorative Questions will be used to support the child to understand the impact of their actions and consider future actions.

*The Restorative Questions for responding to **challenging behaviour** are:*

- What happened?
- What were you thinking about at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

*The Restorative Questions for responding to **those harmed** are:*

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?
-

6 Zones of Regulation

A regulation-station will be placed in, or in sight of, each classroom. This area will be available to all children to enable them to regulate themselves back to the green 'Ready to Learn' zone, if a child feels they are in either the yellow or blue zone. If a child is in the red zone, they will need additional assistance to become Ready to Learn and will need to visit the LAB.

The regulation station will have images and objects to help the child understand which zone they are in and help them return to the green zone.

7 Behaviour Logs

All class teachers keep a weekly record of low-level behaviour issues in the classroom. This form is collected on a weekly basis and children who have received more than two warnings will have their name removed from the weekly Behaviour Award (each class has a raffle where all the names of the children who have followed the 4Rs are put into a cup and one name is selected, for a child to win a book that they can take home to keep).

Behaviour logs are monitored termly and discussions are held with parents when needed if their child's name is regularly having to be recorded.

8 Role of Learning and Achievement Base

The Learning and Achievement Base will co-ordinate behaviour management throughout the school and record all major incidents. The purpose of this is:

- To raise pupil self-esteem
- To ensure the child understands the impact of their actions on themselves and on others
- To identify in partnership with other colleagues, pupils who need additional social, emotional and behavioural support and devise appropriate interventions to meet their needs
- To raise pupil achievement and performance
- To co-ordinate behaviour management within the school
- To support staff in BPP behavioural management strategies
- To work with external agencies to support identified pupils
- To communicate with and develop positive relationships with parents/carers
- To monitor low level behaviour across time

9 Disciplinary Structure

STAGE 1-BEHAVIOUR LADDER 1 to 4 – see above

STAGE 2-REPORT*

STAGE3-EXCLUSION

*AMBER REPORT - first level-identifies and monitors behaviour targets - parent/carers will be notified by phone/letter

RED REPORT - as above but at a more serious level involving SLT - parent/carer will be notified by phone and will receive a letter

SCHOOL REPORT - very serious- parent/carer will be notified by phone/ letter and asked to attend a Behaviour Meeting

POSITIVE (4R) CHART - to build up self-esteem including when a child successfully completes a report.

BREAK/LUNCH TIME REPORT - used to monitor behaviour on the playground

All reports have clear targets that are agreed by the child.

The expectation is that a child should successfully complete a report within 5 school days.

A child placed on Amber/ Red/School report loses the right to attend after school clubs/out of school visits until the report(s) has been successfully completed. If a parent can be contacted following an incident on the day of the incident, the child will need to be collected from school, rather than attend the after school club. If the parent cannot be contacted, the child will watch the club and not participate.

EXCLUSION – this will be used as a last resort, where all other behaviour management options have proved unsuccessful, or when the nature of the behavioural incident is so severe that immediate action is required. The exclusion will be carried out by the Headteacher, in line with the Milton Keynes Exclusion Guidance

10 Anti-Bullying Procedure

At BPP we define bullying as behaviour that is intentional, hurtful and happens more than once to a child or an adult.

We do not tolerate any form of bullying at Downs Barn or Southwood Schools.

a) We work on the principle that:

- We all have the right to feel safe at all times.
- There is nothing so big or so small that we can't talk to somebody about it
- We are all responsible for our actions and must accept the consequences of those actions

b) Forms of Bullying may include:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, biting, hitting, punching or any use of violence, isolating, making others do things they don't want to do, taking or damaging another person's property
- **Racial:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Transphobic:** referenced to children whose sense of personal identity and gender does not correspond with their birth gender
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, threatening
- **Cyber bullying:** Misuse of areas of internet: email, internet chat, Facebook etc, phone threats using text or orally, misuse of camera, video, games consoles etc.

We impress upon our pupils that if they feel unhappy or feel bullied they need to discuss their feelings with a trusted adult. We ask parents to contact the school immediately if they suspect or know that bullying is occurring.

We recognise that some incidents of bullying are a cry for help and that the child who has bullied may be in need of emotional support themselves

c) For parents the following may be signs that your child is being bullied:

- Your child is unwilling to come to school or even make the journey
- Your child becomes withdrawn, aggressive or depressed
- Your child is reluctant to join in activities which they previously enjoyed

- Your child begins to have things go missing
- d) **When alerted of bullying we take immediate action and appropriate measures to ensure it stops. The Learning and Achievement Base (LAB) deal with all bullying allegations at the first level and in most cases are able to resolve the situation. Parents will be informed and we expect their support in any action taken. All incidents of bullying and the outcomes are noted and recorded formally by LAB staff. In the very rare case when the school is unable to reconcile behaviours we will seek outside agency advice and support.**
- e) **If your child has been bullied:**
- Treat the concern seriously and encourage your child to speak about it
 - Never blame the child or suggest that it was their fault
 - Talk with your child about who they might trust at school
 - Contact the LAB or class teacher immediately
- f) **If your child has bullied:**
- Separate the child from the behaviour i.e. condemn the behaviour and not the child
 - Focus on the fact that your child is responsible for their actions and has a choice
 - Find out how your child felt when they were bullying/ talk about how this behaviour can be altered
 - Help your child to list ideas to help them feel more comfortable about themselves
 - Help your child to find ways to cope with situations other than by bullying
- g) At Downs Barn and Southwood Schools we help pupils to develop preventative strategies to avoid bullying situations. We continually reinforce our values and positive ethos of Respect, Responsibility, Reflection and Resilience in order for pupils to recognise signs of bullying and deal with incidents appropriately. We work within our Behaviour Policy which is based on Restorative Principles Our aim is to enable the person who has bullied to recognise and stop the behaviour and arrange support for them as well as supporting and reassuring the victim.

8 Related Policies

- Safeguarding and Child Protection Policy
- Restrictive and Physical Intervention Policy
- Complaints Policy
- Equality Policy
- Data Protection