


Bridge Junior School

Positive Behaviour Management Policy

2023-24

Date ratified:	October 2023
Review Date:	<i>This policy will be reviewed annually. Any suggested amendments will be presented to the Governing Body for approval.</i> October 2024
Coordinator/s:	Deputy Head
Signed (& dated) by:	 Lee Jowett (Chair of Governors)

1. Objective

This policy sets out the framework for behavioural expectations at Bridge Junior School. **Children can only succeed in their learning when behaviour is positive.** We believe that good behaviour stems from clear expectations. Where children meet these expectations, this will be recognised through praise and rewards. Where these expectations are not met, while we will take an approach that seeks to resolve issues, ultimately a range of sanctions are available and will be applied.

The school has developed our '**SHINE**' values, known as 'The SHINE Code (see Appendix 1) which underpin behavioural expectations and, also, are explicitly taught and developed within the curriculum every day. These are regularly shared with the children and displayed in all classes:

2. Bridge Junior School Values

- S**trive for excellence
- H**appy, fun and engaged
- I**ndependent learners
- N**urtured and safe
- E**quality and fairness for everyone

Strive: We are a community who have the resilience to excel; believing in ourselves and others.

Happy; We have fun and through an engaging curriculum we develop the knowledge and skills to prepare for the future as lifelong learners.

Independent: We take responsibility for our own learning through collaboration so that we feel empowered to become independent thinkers.

Nurture: We take responsibility to care for each other and ourselves and our school and wider community.

Equality: We make sure that everyone is valued and have the same opportunities to take their place in our society.

Our SHINE Rules:

- 1. We use our indoor voices inside.**
- 2. We walk sensibly and calmly, looking where we are going.**
- 3. We are polite, kind and use good manners.**
- 4. We respect each other and their property.**
- 5. We keep our hands, feet and objects to ourselves.**
- 6. We are honest and show empathy to others.**

Our vision to 'SHINE' is at the heart of all that we do at Bridge and we believe that every child can succeed. We want all members of our school community to have high aspirations and to feel confident about the future, looking forward to the opportunities it will bring.

These core values link directly to our whole school motto: **Fly High and Shine!**

3. A Positive Approach

Positive relationships underpin the positive choices we encourage all children to make. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs at Bridge are that:

- Behaviour can change and that every child can be successful.
- A climate of praise is more likely to change behaviour than one of blame and punishment. Using a positive system of rewards will increase children's self-esteem and help them to achieve more. Celebrating success helps children to achieve more.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children learn self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves
- It is the behaviour which may be unacceptable and not the child.

Behaviour for learning in the classroom or learning outside the classroom.

Class teachers and all adults will have a responsibility to promote and positive and active behaviours for learning. These steps will be followed by all children.

-Follow the RWI hand gesture codes. The adult will wait until every child is actively listening and children are following.

-When an adult wants the children to stop they put one hand up and wait silently. All children put their hand up (repeat the adult's action) and stop what they are doing.

-Children look at the adult and actively track them with their eyes to show they are actively listening.

-All four legs of the chair on the floor at all times.

-No talking and making inappropriate noises when someone is talking.

- There may be exceptions to children fiddling with gadget, if this is in their individual behaviour plan (SEND)

-Children encouraged to use their indoors voices when learning, this may differ when they are presenting to a large audience. Children are encouraged to speak clearly. The adult will model good speaking using appropriate language all times and correct children misconceptions whilst talking.

Playtime rules:

- We follow the playtime equipment rota.
- We play football in the football zones only.
- We do not kick basketballs.
- We are not allowed to bring own balls of any size into school.
- We do not run in and out of classrooms and corridors.
- We tell an adult when there is problem.
- We do not play near the school front gates or near the back gates area of the playground.
- We do not leave the school grounds to collect equipment.
- We follow the SHINE CODE and SHINE Rules

Implementation:

All staff:

- Will treat all children fairly and with respect, irrespective of gender, race, religion, sexuality or disability. (Equality Act 2010)
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour.
- Have a responsibility to model appropriate behaviour.
- Will be alerted to signs of harassment and will deal with it immediately and in accordance with the school's procedure for recording and reporting behaviour/bullying/racist/homophobic – on CPOMS.
- Will be aware that poor behaviour may be an indicator of abuse and speak to a member of the safeguarding team if there any concerns surrounding a child's safety and well-being.
- Will actively promote the attitude "it could happen here" in relation to sexual harassment in person and or online (including sexualized language), sexual abuse, sexual violence. All incidents of this nature are unacceptable and will handled with appropriate sanctions.
- Will equally support the victim and perpetrator in incidents or peer on peer abuse – i.e. Support children in reflecting and making good choices, reflection on how the other person feels, respecting others, the impact this has on other person feelings and emotions- support them in making good choices to develop positive relationships with their peers and staff.
- Will ensure that the Headteacher, Deputy and Middle Leaders have been informed of any significant incidents – alerts made on CPOMS and discussed Leadership/Inclusion meetings.

- Will deal sensitively with children in distress, will listen to them and deal with any incidents appropriately
- Will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- Will implement the school's behaviour protocols and record incidents on CPOMS for step 3 -6 (behaviour ladder)
- Will use all opportunities to acknowledge achievements and to foster a sense of community.
- Will display examples of a range of children's learning and achievements in the classroom and around the school.

4. Rewards and consequences

The school will use the following approach to rewards and consequences. Class Dojo's rewards and stickers will be used around school. Catching children being their best- its verbally celebrating there and then with children.

Behaviour ladder system.

All children's names start at **green** each day on the ladder below:

 <p>Everyone starts here</p>
<p>Step 1 1st verbal warning Go back to Green if making positive choices</p> <p>Step 2 2nd formal verbal warning <i>(with a reminder of the next step)</i> Go back to Green if making positive choices</p> <p>Step 3 Time out in another class with work until the end of that lesson <i>(with a yellow 'Time Out' card)</i> Go back to Green if making positive choices</p>
<p>If the child returns to class and is still disturbing others, not learning, hasn't completed work etc.....</p> <p>Step 4 (Steps 1-3 apply) Child is sent to Year group leader to talk and reflect on their behaviour. Child goes back to class Go back to Green if making positive choices</p> <p>Step 5 (Step 4 is missed out here if a child has <u>already</u> been sent to the Year group leader) Child sent is given a red slip. Parents are called by the class teacher for a meeting. Behaviour is monitored for a week. Class teacher meets with parents to discuss improvements in behaviour. LT will be involved also. Start each day on Green- fresh day, fresh start</p> <p>Step 6 If a child has four red slips in a week, senior leaders will contact parents immediately to inform them that their child is at risk of exclusion</p>

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin after a discussion with the class teacher.

Moving to Yellow

For children who misbehave (breaking The SHINE Code or for misbehavior, examples listed in *Appendix 2*), will be warned about their behaviour and their name moved to the **yellow** rung.

During the next session (which may be a lesson or a morning/afternoon session, the adults must try to catch the child displaying positives attitudes, behaviours and/or learning, so that he/she can be moved back to green.

Moving to Red

For children on the **yellow** rung who misbehave further (breaking The SHINE Code or for misbehaviour listed in *Appendix 2*), they will be warned about their behaviour again and their name moved to the **red** rung and a red slip (*Appendix 3*) will be filled in by the class teacher. The parents of children who reach the **red** rung will be contacted (usually in person or by phone at the end of school) to let them know of their child's repeated misbehaviour.

Teachers are required to record **red** incidents onto CPOMs along with their completed red slips, indicating the reasons for these incidents occurring. These logs will be used by the Inclusion Team and/or the Leadership Team to identify trends, communicate with parents and to apply potential remedies and strategies to support the individual child.

If a child continues to misbehave after Step 4, as an immediate consequence they will be sent (with their completed red slip) to see the Headteacher. The parents of the child will be contacted (usually in person at the end of school or by phone) to let them know of their child's repeated misbehaviour and they may be invited in to meet the Headteacher. The child will remain on the red rung for the rest of the day. The following day will be a fresh start back in the **green** rung.

Through demonstrating good behaviour, children can have their names moved back up the ladder. This maybe one step at a time e.g. yellow back up to green. Ultimately, the aim would be to have as many children at or above the green rung by the end of the day.

In all cases, the aim of this policy is for rewards and consequences to be received on the same day as the behaviour that it relates to. Each day is a fresh start and consequences should not, routinely, run over from one day to the next.

For children who repeatedly move down the ladder (especially those being sent to leaders regularly) and those who find managing their behaviours a challenge, **will need to have an individual Behaviour Support Plan (BSP)** (*see Appendix 4*) which falls outside the above system. All staff will be made aware of children with BSPs so that they can adjust their approach accordingly by the Inclusion Manager. If complete and successful, a BSP may be stopped and the child re-integrated back onto the behaviour system above. Staff will report a child's progress back to the Inclusion Team so that relevant support and/or praise can be recognised.

Recognising and celebrating the positives

Daily;

- ✓ A child who demonstrates exemplary behaviour (for conduct or behaviour for learning) will be recognised and praised.

At the end of the week;

- ✓ One child (from each class) that have been noticed for exemplary behaviour (for their learning and attitudes, displaying the Bridge SHINE values and expectations etc.) will be chosen to be the class Star of the Week. A certificate will be taken home to parents by the child and will be mentioned in the Celebration Assembly for that week.

Break and Lunchtimes

All staff, including lunchtime staff will follow the same system at break and lunchtimes. All staff will praise positive behaviours with positive comments. At the end of lunchtimes, more serious incidents should be reported to the class teacher and/or duty leader. A red slip must be completed by the member of staff reporting the incident.

5. Serious Breaches of Policy

Negative Behaviour

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as a Behaviour Support Plan (BSP) - see *Appendix 4*) to help them and others understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and staff.

Trips / Activities

Children should not be excluded from planned curricular activities and trips, such as swimming or PE which will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may only be excluded from outside visits on health and safety grounds which must be discussed with the headteacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

6. Special educational needs, disabilities, medical conditions and vulnerabilities

Some children will have specific special educational needs, disabilities, medical conditions and/or other vulnerabilities which impact on their ability to behave within the expectations laid down in this policy. At all times the school will ensure that appropriate legislation and statutory guidance is applied, specifically, "*Supporting pupils at school with medical conditions*" (December 2015), "*Mental Health and Behaviour in Schools*" (November 2018), "*Keeping Children Safe in Education*", (September 2019), "*Promoting the education of looked-after children and previously looked-after children*" (February 2018).

Where staff have concerns about an individual child's behaviour, they will complete an **Inclusion Concern form** (see *Appendix 6*) and return it to the Inclusion Team who will, if necessary, seek to make a referral for further support from external agencies, such as the City's Social, Emotional and Mental Health Team. Children with SEN/D and vulnerable children may have problems complying with the behaviour policy due to their needs and extra support will be provided by the school's Inclusion Team.

Where Governors are asked to admit a child with known significant social, emotional, mental health needs (as outlined in the DfE's Code of Practice 2015), admission will not be agreed until a detailed Risk Assessment is completed with all involved parties. This is so that the effective education and/or safety of children already on roll are not placed at undue risk.

7. Roles and responsibilities

7a) The Role of Parents/Carers

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The school rules and policy are shared on an annual basis with all parents and as part of the induction process to new families. It is our expectation that all parents support the school fully in its implementation of this Policy.

If the school applies a sanction to a child, parental support is expected. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Year group leader, may then be involved and, if the concern remains, they should contact the Headteacher via the School Office. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. *(please refer to the School's Complaints Procedures)*

We understand that parents may find their child's behaviour worrying and that they might feel upset or defensive of their child. We will endeavour to provide good support and guidance for our parents. It is our hope that parents will understand that the school is working to support children in the very best way we can and that we can do this in partnership, in a calm and reasonable manner. In the rare situation where parents respond with verbal or physical aggression to staff or other members of the school community, this will be reported immediately to the Headteacher who will take appropriate action.

7b) The role of Staff

All school staff have a responsibility to uphold the Behaviour Policy. Staff at Bridge Junior School are positive, enthusiastic and have high expectations in terms of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. They are aware that good classroom organisation is key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

All staff should ensure that children move sensibly and quietly through the School at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children will be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime supervisors liaise with the class teachers and communicate regularly on the positive behaviours the children have shown as well reporting incidents of unacceptable behaviour at lunchtime. Teachers contribute to an open-door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

7c) The role of the Leadership Team

It is a joint responsibility for all members of the Leadership Team to support staff and implement the school behaviour policy consistently throughout the school. They play a significant role in ensuring that all pupils conduct themselves calmly around the school, including the playground, as well as in the classrooms. All leaders will deal with any negative issues promptly.

7d) The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for making any exclusions to individual children for serious acts of misbehaviour. ***For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.***

7e) The role of Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying

out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Low level disruptions include:

- Swinging on a chair
- Repeatedly tapping pencil, ruler etc.
- Shouting out in class
- Making unnecessary noise
- Disturbing other learners
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the flow of the lesson
- *Ignoring simple instructions in class- not actively learning or listening.*
- *Chatting while an adult or other child is talking*
- *Swearing and rudeness*

Extreme behaviour which may lead to either an internal/external exclusion (please refer to the School's Exclusion Procedures)

The decision to exclude a pupil will be taken in the following circumstances:

- *In response to a serious breach of the School's Behaviour Policy.*
- *If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school*

Some behaviours may include: (please note some of these behaviour may occur online also)

- Children seriously assaulting children or staff
- Deliberate and malicious physical violence towards another person
- Stealing or defacing other people learning or school property
- Deliberate and provocative racist and homophobic comments
- Persistent Refusal to co-operate with staff
- Biting and spiting
- Leaving the school building without permission
- Leaving the school grounds without permission
- Deliberate damage to property
- Throwing furniture or equipment with intent, or recklessness as to harm
- Bringing a dangerous weapon into school
- Sexual harassment, (including sexualised language) in person or online, sexual abuse or sexual violence
- Gangs and Bullying, including online cyberbullying

This list is not exhaustive- speak to your phase leader or senior leader for further guidance and think about the child and the nature of the behaviour before any decisions are made.

Exclusions

At Bridge, we acknowledge and appreciate that there will be some individuals who will find it difficult to regulate their own behaviours and on very rare occasions, this may result in a fixed or permanent exclusion. The school will use a range of strategies to work with individuals to manage their behaviour and avoid an exclusion taking place. However, this may happen.

For serious or repeated acts of unacceptable behaviour, exclusion will be considered. There are 4 types of exclusion:

1. lunchtime (where the child must leave the school site for the lunchtime period)
2. internal (this means the child will come to school but will not learn in their usual class nor will they be allowed to play/socialise with other children)
3. fixed term exclusion (where a child is excluded from school for a specified number of days)
4. permanent (where the child is removed from the school roll)

8. Fixed-term and Permanent Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.

When considering or reviewing an exclusion, the Headteacher and Governing Body will use the DfE guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England' (latest edition Sept 2017) and complete an exclusions form provided by Leicester City Council.

Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the power to exclude a child from school.

The Headteacher may exclude a pupil for one or more **fixed periods**, for up to 45 days in any one school year. The Headteacher may also exclude a pupil **permanently**. If the Headteacher excludes a child, they will inform the parents immediately with the following information the reasons for the exclusion:

- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting

Any child excluded on a fixed term basis will be re-admitted into the School after a Risk Assessment has been completed and a re-integration meeting (*see LA model letter templates*) conducted with parents and other relevant personnel. All these meetings will be minuted and copies given to the parents/carers and another copy in the child's file/CPOMs.

These mechanisms will seek to meet the needs of the excluded child as well as ensure the effective education and/or safety of other children is not jeopardised.

Physical Restraint

DFE Guidance on the Use of reasonable force:

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. **The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.**

There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example; it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

Schools do not require parental consent to use force on a student.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Use of reasonable force:

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Using force

A panel of experts¹ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- the 'double basket-hold' which involves holding a person's arms across their chest
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

¹Physical Control in Care Medical Panel - 2008

Telling parents when force has been used with their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.¹

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

This policy should be read alongside the *DfE Exclusion Guidance* as revised in 2017, as well as other key guidance for schools such as the Department for Education 2015 *Guidance Supporting Pupils at School with Medical Conditions*, 2019 guidance *Keeping Children Safe in Education*, 2020 *Guidance Mental Health and Behaviour In Schools*, 2017 *Guidance Preventing and Tackling Bullying*, *Use of Reasonable Force* (reviewed 2015) and the 2017 *Prevent Strategy*.

Appendices

Appendix 1- The SHINE Code

Appendix 2- list of some example inappropriate behaviours Appendix 3- Behaviour Ladder

Appendix 3- Red slip

Appendix 4- Individual Behaviour Support Plan

Appendix 5- Parent/staff meeting form

Appendix 6- Inclusion Concern Form

DfE Exclusion Guidance as revised in 2017 https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Exclusion%20Guidance%202017%20consultation%20document.

Department for Education 2015 *Guidance Supporting Pupils at school with medical conditions*

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

2021 guidance *Keeping Children Safe in Education* <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2018 *Guidance Mental health and behaviour in schools* <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

2017 *Guidance Preventing and tackling bullying* <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Use of reasonable force (reviewed 2015) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

2017 *Prevent strategy* <https://www.gov.uk/government/publications/prevent-duty-guidance>