



'Managing behaviour should be a teaching and learning opportunity'

This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to work together with the common purpose of helping everyone learn. We are committed to celebrating and supporting behaviour that enables all children to ***Learn, Respect and Achieve***.

The policy aims to:

- 1) Provide consistency in our approach to understanding and supporting behaviour.
- 2) Ensure that all members of the school community have high expectations of behaviour across the academy and work together to celebrate successes and tackle challenges as a team.
- 3) We recognise that behaviour can be used to communicate need and we provide rich relational environments where behaviour is viewed with curiosity to identify unmet needs.
- 4) Create an environment where social and emotional needs are met consistently to ensure that learning is optimised.

Understanding that children learn best within positive, trusting relationships informs our approach to managing and then helping children to adapt their behaviour. We expect every member of the school community to behave in a considerate manner towards others. To support this and to provide clarity for all, Bude Primary Academy has three simple rules to:

Be safe! Be ready! Be kind!

Recognising Positive Behaviour

Above and Beyond

We use the Term **Above and Beyond** to highlight both the behaviour and academic effort that we wish all our children to display. This is highly individualised, and teachers use it to recognise and celebrate when a child has gone above and beyond what is usual for that individual child.

Each class has an Above and Beyond board in their classroom. Children are given Above and Beyond points and work towards a reward. It is up to the discretion of each class teacher as to how many points earns a prize as this will change depending on the needs of the class. When a child receives an Above and Beyond point they will also receive a certificate to take home. When a child receives an Above and Beyond point it is always a moment of celebration within the class.



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Above and Beyond awards can be given at any place or time in the school day when adults see children displaying behaviour or attitudes to learning that deserve to be recognised and celebrated.

Changing inappropriate behaviour.

It is important that all behaviour is recognised as communication. When necessary, a developmentally appropriate sanction (see also Appendix 1) may be required in order to address the reasons for, and outcomes of, the behaviour displayed and prevent further reoccurrences.

Escalation and OOPS! Charts

‘School is a safe place to make mistakes’

We use the term Oops! as an age-appropriate way to let young children know when they are not following any of our three school rules and are making a mistake. We also emphasise that **school is a safe place to make mistakes** and they can quickly **‘turn their behaviour around’**

OOPS! charts are used in school as a way of both drawing children’s attention to inappropriate behaviour and to record any escalation of behaviour or improvement in behaviour.

1. For those who do not follow our agreed rules they will be given a warning and told which rule they are breaking
2. For those children who fail to respond to this first request they will receive 1 OOPS! mark. If the child then goes on to make the right choices and display appropriate behaviour the OOPS! mark is rubbed off and the child praised for making good choices.
3. For those children who fail to follow this they will then be given a second OOPS! and told that they will have to have some Reflection Time at the end of the session.
4. If the child continues to respond to this then they can be given up to 3 more OOPS! point. Each point adding to the length of reflection time. It is up to each class teachers discretion as to how much time each OOPS! point adds to this time based on the needs and age of the class.
5. If a child gets 5 OOPS! points in a lesson they will be taken to the Head Of School
6. If a child is taken to the Head of School more than twice in a week the Head Of School will contact the parents of carers to talk about the challenges that their child is facing and develop a shared plan to enable them to behave more appropriately in the future.



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Reflection Time

When in Reflection Time, the child will spend some of the next playtime with their Teacher or their TA. They will have time to reflect quietly and then once this reflection time is over they are encouraged to talk about the choices that were made and discuss ways to do things more positively in the future as part of a **restorative conversation**. It is a key part of our behaviour policy that a restorative conversation happens after **every** Reflection Time

If a child is directed to *reflection time* this will be recorded on My Concern so that class teams and leadership team can review patterns of behaviour and possible triggers so that necessary adjustments can be made to support the children in their care.

Sanctions for higher levels of inappropriate behaviour

Child swears or calls another pupil or adult names.	Automatic 5-minute reflection time and restorative conversation with the person they insulted.	By class teacher
Child deliberately destroys school property.	Automatic 5-minute reflection time. Task will be given to make up for the damaged property such as tidying the library if a book was destroyed.	By class teacher
Child deliberately hurts another child or adult.	SLT informed and judgment made based on context and severity. 'Playground fallout' - reflection time and restorative conversation with class team. Dangerous or unprovoked behaviour - loss of whole playtime and direction to supervised activities for a period of time.	By class teacher By SLT
Child displays extreme unprovoked physical or verbal aggression towards another child or adult.	Immediate appropriate sanction - loss of play for a day and direction to supervised activities at playtime over a longer period of time. Repeated acts of violence or extreme unsafe behaviour - fixed term exclusion. Continued extremely unsafe behaviour – permanent exclusion.	By SLT

Exclusion

We will only use **fixed term exclusions** to ensure everyone's safety and to provide time to make plans to enable the child to behave differently on their return. As far as possible, parents will be given prior notice if their child is at risk of exclusion so that home and school



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can work together to avoid this. We hope never to **permanently exclude** a child but will do so if there was no other way to ensure the safety of that child or other members of the school community.

Complex Behavioural Needs

A series of strategies will be used to identify, assess and meet the needs of children with more complex **social emotional and mental health** needs or **special educational needs and disabilities**. For these pupils the behaviour expectations and associated sanctions will reflect their identified areas of need and be developmentally appropriate. This may mean a different approach as part of their individual education or positive handling plan to the rewards and sanctions described in this policy for the majority of pupils.

Team Teach

Some pupils require physical support to ensure their safety or that of staff and other pupils. Staff qualified to use Team-Teach strategies are trained to use the least intrusive positive handling techniques and employ verbal/non-verbal de-escalation strategies in advance of any positive handling strategies. Any incidents where positive handling strategies are used will be recorded and reflected upon with parents and carers in order to explore other proactive strategies that may benefit the child and prevent further incidents that require positive handling strategies in the future. Further information can be found at <http://www.teamteach.co.uk/>

Parent involvement

The close involvement of parents in supporting all aspects of their child's development at school is vital. We expect that parents will support the academy's **Behaviour and Positive Relationships Policy** and our **Communication Policy**. If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. We will work together to support the child to develop appropriate strategies to meet the expectations we all share around positive behaviour.

Our expectation is that all adults entering our school community will communicate respectfully with children, staff and each other.

Positive Relationships

We recognise the importance of constructive dialogue, respectful interaction and positive role modelling for all children.

Learning about relationships

Positive relationships enable high quality teaching and learning. Pupils here learn about what this means through a variety of approaches. This includes, explicit teaching of

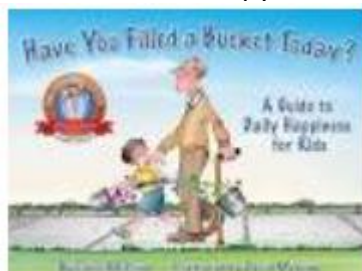


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expectations through restorative conversations, social stories, R-Time, class discussions, drama, art, music, PE, PSHE, TIS activities, forest school sessions, educational trips and values assemblies. In this way, every member of the school community knows the standard of behaviour that we expect from our pupils.

Bucket Fillers and Bucket Dippers

Each class has a copy of the book **Have You Filled a Bucket Today?**



This book is a very simple way for children to understand how their behaviour and actions can make the people around them feel but also how other people can affect their own feelings.

You are a bucket filler when you have done or said something that makes someone feel good.

You are a bucket dipper when you have done or said something that makes someone feel bad.

The whole school community uses this language to both explicitly teach children how to treat those around them and to give children the language to enable them to communicate how they are feeling and why.

Children receive Bucket Filler certificates for demonstrating any behaviour that builds positive relationships both with their peers and the adults in the school.

Parents are informed of this strategy to promoting positive relationships and a video of a staff member reading this story is on the website for parents to see.

Routines

A consistent and orderly school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviour and therefore focus on learning. All adults will model expected behaviour and support children in a calm and consistent manner. Class teams will strive to maintain:

- A tidy, supportive, stimulating and celebratory environment.
- An organised classroom which meets children's basic needs and enables independence, e.g., a readily available range of resources.



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- Consistent, predictable routines for the day which meet the academic social and emotional needs of all children.
- Punctual break times and lunches which are well managed by adults who are on duty. When changes to class routines are needed, the children will be given notice of this in advance, whenever possible.
- Clear, well-rehearsed routines to promote a calm well-ordered environment, including during transition times from one routine to another.

As an infant school, our school ethos is centred around celebration and praise. We recognise that the most motivating feedback a young child can receive is the excitement and genuine joy that the adults and their peers show when they have achieved something special both socially and academically. We embrace this as whole school community.