

Link Learning Trust Brookburn Primary School



Communication Strategy – Behaviour Management Policy

**Ratified by trust board
Reviewed: September 2022
Next Review: Autumn 2023**

Link Learning Trust

Communication Strategy- Behaviour Management Policy

Brookburn Primary School

Rationale

We believe the best interests of a child must be our top priority (UNCRC Article 3). An effective and caring school community nurtures positive relationships in order to achieve its aims. **All staff** help pupils learn the knowledge, skills and behaviours which will help them to achieve. This involves all pupils and adults being able to treat each other with equal respect. We believe at Link Learning Trust that every child should feel safe in order to learn. We seek to understand what is being communicated to us through behaviour and this underpins our approach. This is '*everyone's responsibility*'.

The children and the whole school community should know about, understand and accept our code of conduct. Everyone in school is expected to be sensitive to issues of race, gender and the individual needs of children experiencing difficulties.

This policy should be read in conjunction with the Anti-Bullying Policy, SEND Policy, E-Safety Policy, Safeguarding Policy and Physical Restraint Policy/Positive Handling Policy.

Aims

- To develop citizens of the future who are caring and think about others, respecting and valuing the feelings, opinions, beliefs, property and differences of others.
- To develop high self-esteem and self-belief.
- To work in partnership with parents to develop our children personally, academically, morally and spiritually in preparation for a positive role as future adults.
- To provide a clear vision for all in the school community about behavioural expectations
- To provide guidance for all staff, children and parents about how behaviour is managed and supported in all schools in the trust.
- To develop in our children a sense of responsibility for their actions where they realise that they are making choices about their behaviours.

As adults we have a vital part to play as role models.

We do this through:

- Listening- to children, parents, each other with empathy and tact (Listening School)
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour in school, on any level, at any time- challenging where necessary
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child, "you are better than this"
- Avoiding labelling
- Handling confidential information with sensitivity
- Having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- Having an awareness of our appearance and the messages it gives
- Taking responsibility

Principles

Link Learning Trust aims to promote positive attitudes to learning and life. To achieve these aims it is necessary to encourage pupils to develop a clear understanding of their rights as members of the school and wider community. As a UNICEF 'Rights Respecting School' the principles of equality, dignity, respect, non-discrimination and participation are embedded in the ethos and culture. We put the UN Convention at the heart of our school's practice to improve well-being and help all children realise their potential. Children's rights are learned, taught, practiced, respected, protected and promoted.

Practice

- The Communication Strategy is discussed regularly and reviewed by the working party and whole staff.
- All teaching and non-teaching staff will be consistent in implementing the Communication Strategy.
- The behaviour management strategies are regularly discussed with all pupils and are reinforced through the PSHE curriculum and UNICEF Rights Respecting work.
- Pupils will be encouraged to become active participators and have ownership of this policy through the Rights Respecting Council (Steering Group)

The Link Learning Trust approach to Positive Behaviour Management

Article 28 (right to an education)

'Discipline in schools must respect children's dignity and their rights.'

Establishing and building shared values for a rights-respecting school/ classroom

- All classes will have a class charter which will be clearly displayed.
- The aim of the charter is to make the UN Convention on the Rights of the Child (CRC) a real and meaningful guide to action for adults and children on a day-to-day basis. It will help develop a sense of shared ownership of the classroom and learning.
- The rights selected from the CRC will be most relevant to the class.
- The rights will be worded in language that is meaningful to the children.
- The actions agreed between all children and adults will ensure that rights can be realised and enjoyed by everyone. The charter will be signed.
- The charter is not a behaviour management tool- it is important that children and adults alike learn that all children are rights holders and adults are duty bearers.
- All adults working with children should model rights-respecting behaviour and use rights-respecting language in order to reinforce the benefits of the values system. (Appendix 1- examples of using language/ charters used in individual schools)

Restorative Approaches

At Link Learning Trust we have a restorative approach to dealing with incidents of anti-social behaviour or conflict situations. We use this approach because it is very effective in changing the behaviour of those who have harmed others. Punishment on its own is not an effective way of getting people to understand the effects of their behaviour on other people.

The basic ethos of the Restorative Approach is to:

- ❖ Ensure that people have the chance to understand the harm that they done to others.
- ❖ Give people who have been harmed the chance to say how they have been affected
- ❖ Give the people who have caused harm the right to put things right.

Restorative Approaches have three key elements:

1. Ask about what happened
2. Ask about who has been affected and make sure that the perpetrator understands how the victim feels.
3. Enable those who have done harm to put things right and make amends.

Together this gives us the LEAF process of Restorative Practice; **L** (Listen to what happened), **E** (Effect on others), **A** (Amends), **F** (Follow up). Restorative approaches encourage the philosophy of turning over a new leaf.

Children with Special Educational Needs/ Disabilities

Children with special educational needs and/ or disabilities (SEND) are included within the whole of the behaviour policy. They may, however, need extra motivators or incentives. Individual targets will be set by the class teacher, with support from the SENCo, parents/ carers and any outside agency that may be involved and included in the child's Individual Provision Map (IPM) and an 'All About Me' or pen portrait. These further explain individual needs and personalised strategies to support behaviour. Children will have Individual Plans, which are bespoke to each school within the trust. These plans will focus on pro-active and reactive steps to take when supporting effectively.

The first step in responding to pupils who have or may have SEN is high quality teaching, which is adapted for individual pupils. The code of practice (2014) makes it clear that schools should regularly review the quality of teaching for all pupils, including those at risk of underachievement.

SEN support should take the form of a four part cycle – Assess, Plan, Do, Review. This is referred to as the 'graduated response'. The Matching Provision to Need Tool compliments this approach recognising that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to assist the child with the difficulties they are experiencing. (Code of Practice 2014).

Children identified as having social, emotional and mental health needs are referred to the SENCo and discussed with the Inclusion Team. The SENCo and Deputy Head will monitor progress as a result of intervention put in place.

Attachment Friendly Approaches

Looked-after children and previously looked after children are more likely to experience the challenge of social, emotional and mental health issues than their peers. All staff will be trained in attachment and the impact of early trauma and will use attachment friendly strategies. The designated teacher (Deputy Head) will have awareness, training and skills regarding these children's needs and how to support them, particularly in relation to behaviour management and mental health. An individual plan will be designed in conjunction with the parent/ carer to ensure appropriate strategies are in place. In this instance following the whole school approach may not be appropriate. This must be discussed with the designated teacher.

If there are concerns about a looked-after child's behaviour this must be discussed with the Virtual School Head (VSH) at the earliest opportunity so that a support plan can be put in place and avoid possible exclusion.

Personal development and Behaviour and Attitudes

In order to make a judgement we will consider these aspects:

- Attitudes to learning. How does behaviour impact on learning and progress?
- Behaviour in and out of lessons
- Diversity, tolerance and respect of different groups of children including pupils and members of the wider school community who have protected characteristics
- Bullying (discriminatory/ prejudiced behaviour/ homophobic/ bi-phobic/ transphobic/ racist/ sexist/ disability)
- Management of behaviour by all staff- consistent implementation of the Communication Strategy
- Pupil independence to keep safe and manage risk
- Pupil and parent/ carer view of behaviour
- Attendance/ punctuality

Judgements about personal development and behaviour and attitudes will be made by taking in a range of evidence. This will be over an extended period of time.

Tracking systems/ measuring impact of interventions

- All low-level disruptions will be logged on tracking systems and monitored by relevant staff in each school.
- The Boxall Profile will be used to assess individual children who are of concern. This will be completed by the class teacher and supported by the Learning Mentor/SENDCo
- CPOMs will be used to log any serious concerns/ behaviour incidents

Language

All adults must model the expectations for behaviour at all times. There must be no shouting or behaviour that could be misinterpreted. Language must be consistent and appropriate.

Whole School Approach- Rewards

Rewards for good behaviour

Are personalised for each school in the trust. These may be as an individual, group or whole class.

Each class must have their own positive incentives system which is shared with the children at the beginning of the year. E.g. star/ smiley face charts, 'golden time', cubes in jars, table points, class rewards, DoJo point (electronic Behaviour Management Tool)- Reward systems must be clearly displayed so supply etc know what to do etc.

Whole school rewards include:

House points – On starting at Brookburn, each child will be placed in a 'House'. Children can earn points for good behaviour in class, around school, during assembly during the enrichment afternoon and at playtimes. Points are also given for good work in school, homework and extra-curricular activities.

Celebration Assembly – This is held once a week to reward good work, positive behaviours for learning and lunchtime behaviour. Lunchtime Organisers nominate children to receive lunchtime awards. One child from each class is nominated as 'Child of the Week' by their class teacher to receive a special Head Teacher's award.

Attendance Assembly- Termly attendance assemblies take place and attendance certificates are given out to all children informing them of their attendance with prizes being given to those children who have achieved 100% attendance or made a significant improvement in attendance or punctuality.

Golden time- All classes have the opportunity to take part in a structured choosing time as a class reward on a Friday afternoon.

Lunchtime- Children are rewarded at lunchtimes for good behaviour. The Lunchtime Organisers use a system of stickers and certificates which compliments the school's positive behaviour strategy. (See appendix)

In-class Displays – bespoke to each school (Refer to Learning Environment policy)

Guidelines for classroom practice and a whole school approach to behaviour management

School /class charter (Appendix 8)

- The class charter is displayed in every classroom and around school.
- At the beginning of each year each class agree their class charter. These are positive statements. The charter must be displayed in the class and the rules need to be reinforced at the beginning of each half-term. All pupils and other adults will sign it and this is then sent home to parents.
- Where necessary children with social, emotional and mental health will have an individual provision map put in place.
- Whole school PSHE lessons will take place following the curriculum map. These lessons will be planned on a weekly basis to respond to individual class need.
- All members of staff must take responsibility for the positive behaviour of **all** pupils and must model consistent expectations at all times.

Steps to follow when dealing with inappropriate behaviour

If a child does not follow the rules contained within our school charter and the individual class charter then the consequences are implemented. We are fully committed to tackling low-level disruption and ensuring that this does not impact on learning. All pupils are aware of what this means and what the consequences are.

What do we mean by low-level disruption?

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff

The consequences consist of a stage procedure which is progressive throughout the day. At the end of each day if the child has completed the consequences then they begin the next day afresh. If, however, the child has not completed their consequences by the end of the day then they are carried over until completed. Once completed the child starts afresh again.

Consequences (see appendix 5)

There is a '*graduated response to crisis management*' and steps must be followed. If at any point it is unclear what step you should take this must be discussed with the appropriate member of staff and support will be put in place where necessary. (Appendix 5)

Severe Clause

This is the only stage which a child can go straight to for the following reasons:

- Physical or verbal abuse towards child/adult that is directly witnessed or heard by a member of staff and is deemed to be very severe
- Racist comments made to staff or children/
- Leaving the classroom or school premises without permission
- Bullying.

Traffic lights

If a child persists in breaking the rules, and their behaviour continues to escalate or becomes extreme, they can be put on 'traffic lights' by their class teacher. This will be discussed with parents/ carers and monitored by the DHT.

Incidents at playtimes

- Staff on duty are responsible for pupils unless a situation arises which requires prompt action.
- The staff on duty will follow the stage procedure.

IF THERE IS AN INCIDENT IN THE PLAYGROUND WHERE THERE IS A SIGNIFICANT RISK OF HARM, A MEMBER OF SLT MUST BE NOTIFIED IMMEDIATELY.

Lunchtime

- Lunchtime organisers and coaches are responsible for pupils unless a situation arises where there is a risk of harm. A member of SLT must be notified immediately.
- The LO's will provide a caring, happy and friendly environment where positive behaviour is rewarded.
- The lunchtime organisers have an established set of school rules that they feel comfortable with. These are subject to regular review by the DHT.
- There will be a system of dealing with incidents in each school (appendix
- Lunchtime Reward Scheme:
 - Children receive stickers from SLO's and LO's.
 - LO's choose a weekly 'lunchtime' winner. The child receives a certificate during the Celebration Assembly.

Parent/ Carer support

We will support our parents and carers through a strength- based and solution-focused approach. We will focus on what is working well, what could be better and put together an action plan that puts the

child and family at the centre. The Head of School and DHT will have a strategic overview to ensure that parents/ carers feel supported and are sign-posted to the correct agency if necessary. For example, the parenting team at Early Help. Parents and carers will be kept fully informed of the 'Local Offer' through the newsletter and targeted meetings. There will be regular parent sessions designed by the SENCo to support parents/ carers.

Physical Intervention (See Physical Intervention Policy)

Having to physically restrain a child at Link Learning Trust is extremely rare. Adults should always avoid and diffuse physical confrontation. Where there is a need for physical intervention only staff trained in safe restraint techniques should carry out such interventions. Physical control and restraint positions will only be implemented when physical restraint is necessary as a last resort due to an individual's dangerous behaviour. The individual may be in danger or are a danger to others. A risk assessment will be carried out by the leadership team for specific children if appropriate or required. The Headteacher or Deputy Headteacher, or in their absence a member of the leadership team, must be called to attend any situation, if possible, before physical intervention is required.

Those trained in safe physical intervention will need to use their professional judgement as to whether physical intervention is legitimate. Response to serious damage to property or other unruly but not immediately threatening behaviour needs to be carefully balanced against the risk to members of staff and the psychological damage to young people involved. What constitutes serious damage and risk will be a matter of professional judgement as it is clearly not possible to legislate for every situation. The Head teacher or Deputy will ensure the care, welfare, safety and security of all those involved in a crisis situation. A model for action will be used to bring necessary closure, debriefing and re-establishment of a therapeutic relationship with the individual involved. This will help prevent future crises.

Restorative approaches to dealing with conflict can be followed. The appropriate procedure will be decided upon by the appropriate teacher or member of the leadership team. Judgements will need to be made about the nature and severity of the incident.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LA's procedures are followed. A clear support plan will be put in place following an exclusion. Only the Headteacher or in her absence the Deputy Headteacher can exclude a child.

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	Jen Holden (Head of school- Brookburn)	Trust Board	September 2022
Next Review			Autumn 2023

Each school in the trust will adopt appendices that give further guidance / information on each school's particular approaches and strategies. This will be available on the school's website.