



## Borrás Park

# Community Primary School

## Behaviour Policy

Signed: \_\_\_\_\_ Chair of the Governing Body

Date agreed:

Proposed review date:

**EIA Completed September 2017**

### Accessible Formats

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

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Borrás Park Community Primary School (01978 346890).

11/07/2017 Version 5



# Borras Park Community Primary School

## Behaviour Policy

*"Ready to take off."*

Borras Park Primary School is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are met. We aim to empower children to achieve in an atmosphere of safety and mutual respect. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

### Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

### Expectation

At Borras Park Primary School we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

**Everyone has the right to learn, to feel safe and to be respected.**

#### School Rule 1 - Be ready to learn

On time for learning	Be focussed to learn	Have appropriate equipment	Be appropriately dressed
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#### School Rule 2 - Be respectful

Of each other's personal space	Be polite to other children and adults	Look after your own property and that of others	Treat people the way you would want to be treated
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<b>School Rule 3 - Be safe</b>			
An adult knows where I am at all times	Tell an adult if I'm worried about myself or someone else	Use equipment safely	Recognise my own emotions and deal with them appropriately
<b>Sanctions:</b>			
Reminder	Warnings	Time-Out	Talk about the behaviour later

### Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

and not to:

- get angry in the face of misbehaviour.

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in Borrass Park Primary School build strong **Relationships**, develop high levels of personal **Resilience** and have high expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common behavioural language is used throughout our school, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. Learners achieve rewards when they successfully demonstrate expected behaviour. Where appropriate, some learners also have personal targets set for them by their teachers. These are usually negotiated with learners and encourage them to deal with specific issues that impact negatively on their school experience.

### House Dojos

Pupils within the school are allocated into four houses: Tegid, Celyn, Ogwen and Alwen.

House Dojo points are allocated for pupils behaving well and exceeding expectations. They are also allocated for sporting and Eisteddfod events. They are awarded to the house as a collective or on an individual basis. The whole school total is shared in gwasanaeth on a Friday. When a class house group achieves a determined number of Dojo points, pupils in that house are issued with an individual "money can't buy voucher" of their choice. These vouchers are established between the pupils and teacher in each class. Examples of money can't buy vouchers are outlined in Appendix 2. Dojos cannot be removed.

### **Borrass Park Primary School Expects Parents / Carers To:**

- Support the school's policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify the school of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the School Behaviour Policy
- Support their child with the necessary resources to be "ready to learn".

## Exclusion

The vast majority of behaviour is managed in school however, on occasion a learner might be required to leave school premises. If this is required, the child's parents will be asked to attend school to meet with a member of the school's Senior Leadership Team.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion.

## Staff Guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Attendance at meetings allows the staff team to share information and discuss important issues. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at Borrás Primary School can be certain that every behaviour, positive or negative, will elicit some form of adult intervention. The tables that follow are intended to provide such a framework.

## Responses To Positive Behaviour

Meeting Behaviour Expectations

Verbal praise

House Dojos leading to money can't buy vouchers

Parents informed for consistent good behaviour

Share work with teachers within the Department

Helping other learners or staff

Verbal praise

Responding appropriately to requests to change behaviour

House Dojos leading to money can't buy vouchers

Nominated for Class Award/Headteacher's award - presented at Assembly

Classroom responsibilities - Class Monitor /

	<p>Ambassador</p> <p>Share work with Senior Leaders</p> <p>Parents informed for consistent good behaviour</p>
<p>Excellent work</p> <p>Role model behaviour</p>	<p>Verbal praise</p> <p>House Dojos leading to money can't buy vouchers</p> <p>Nominated for weekly Headteacher's hot chocolate</p> <p>Whole school responsibility - School Prefect / School Monitor / School Ambassador</p> <p>Share work with Head Teacher</p> <p>Nominated for weekly Headteacher's hot chocolate (Siocled poeth efo Pennaeth)</p> <p>Parents informed about excellent work - phone call home from headteacher</p>

**Responses to Negative Behaviour**

<p><u>1<sup>st</sup> chance:</u></p> <p>Failing to observe Borrass Park Primary School's Behaviour Expectations.</p> <p>Negative behaviours are preventing them from doing their work.</p>	<p>A discrete reminder is given to the learner</p>
<p><u>2<sup>nd</sup> chance:</u></p> <p>Failure to respond to the caution provided by the adult and negative behaviour continues.</p> <p>Negative behaviours are beginning to affect the learning environment.</p>	<p>A clear verbal warning is delivered, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p>
<p><u>3<sup>rd</sup> chance:</u></p> <p>Failure to respond to the clear verbal warning</p>	<p>The learner is spoken to. The learner is moved within the class and a further reminder of the</p>

delivered by the adult and negative behaviour continues.

Negative behaviours are having a detrimental impact on the ability of other learners to carry out their work.

consequences if they continue.

#### Time-out:

Persistent failure to respond to the warnings provided by the adults.

Negative behaviours are having a significant impact on the ability of other learners to carry out their work.

At this point the learner will be asked to move to another area within the Department and a period of 'time-out' is issued. The classroom teacher is responsible for providing work if a pupil is removed.

Reconciliation with the classteacher

#### Final stage:

Serious and / or dangerous behaviour towards other learners or adults.

Failure to respond to all previous sanctions.

The learner will be sent to a Senior Leader or a Senior Leader will be asked to attend the learning environment to remove the learner.

The Senior Leader and class teacher will deal with the learner as appropriate.

## **Prevent**

Borras Park Primary School has a restraint policy. Where learners present a danger to the building, themselves or other members of the school community, we will not hesitate to physically control learners who refuse to meet school expectations. Where this is necessary, it will be carried out by trained members of staff.

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated

to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. The Borrass Park Primary School 'Learning Entitlement' makes explicit those things that children at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

### **Borrass Park Primary School - Learning Entitlement**

- Interesting learning experiences suited to my ability
- Caring adults who know and support me
- Access to a range of resources that are engaging and help me to learn
- Know how well I am doing and what I need to do next to improve my learning
- For my family to know how I'm doing and how they can help me at home
- Happy and safe environment where I can confide in the adults
- To be accepted for who I am and have my own needs met
- Access to a personalised curriculum that prepares me for a successful life beyond Borrass Park Primary School
- To be taught how I can solve my own problems and challenges

### **Remove And Support**

When a learner's behaviour makes it necessary to remove them so that other children can exercise their right to learn, staff members are expected to escort them, where possible, to a 'Time Out' space. If teachers need support in doing this, they should contact a Senior Leader who will attend the learning environment to provide the necessary support. In 'Time Out' learners can either have 'reflective time' or can engage in the learning activity before returning to the learning environment when it's appropriate to do so.

### **Mediate**

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to 'cool off' and is able to talk about what happened.

In cases where the learner refuses to take part in the process, the member of staff should inform a Senior Leader in order that a more official response might be made. Adults and young learners have the

right to defer mediation to a later time to give the process a greater chance of success. However in cases like this, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

### **Record And Respond**

If a child has to have "Time-out" as a result of their behaviour, a behavioural record may be kept (Appendix 1) This will enable the teacher to see if a pattern of behaviour is emerging or if there are any specific triggers. It will also formulate an evidence base which could then be used to develop an IBP.

Where appropriate, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives.

Completing & reviewing the behavioural record will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view). The 'Action Taken' sections of the record may need to be amended following this discussion.

Appendix 1 - Behavioural log/record

Appendix 2 - List of Rewards and sanctions.

Appendix 1 - Behavioural log/record

<u>Date</u>	<u>Behaviour which preceded event (build up) and inappropriate behaviour which occurred</u>	<u>Action taken - immediate.</u> <u>Follow up action/resolution.</u>

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## Appendix 2 List of Rewards and sanctions.

House Dojos awarded to obtain "Money can't buy vouchers" when reaching specific amount of Dojos

Please note these will be none monetary experiences which the children are motivated by. Here are some examples. This is not an exhaustive list and a classes list will be developed based on pupil input.

- Sit on the teachers chair for the day.
- First in for lunch
- Class DJ at the end of the day
- Get to bang the tambourine at amser tacluso
- Wear your slippers in the classroom
- Dinner with the teacher
- Sit on a chair instead of the carpet
- Be helpwr heddiw for the day

Merits. These are particularly for academic achievement and effort.

Visit to headteacher Pupil success/good news sent to HT

Classteachers' weekly award - shared in Gwasanaeth on a Friday and tweeted to parents.

Headteacher's Hot Chocolate (Siocled Poeth efo Pennaeth) - nominated for ALWAYS being "Ready, respectful and Safe"

Headteacher's phonecall home - call to parents just to inform of good news.

## Equality Impact Assessment

<b>Responsible Officer (Head Teacher)</b>	Sarah Hurst
<b>Assessment Owner</b>	Sarah Hurst
<b>e-mail address</b>	headteacher@borraspark-pri.wrexham.sch.uk
<b>Full job title</b>	Headteacher
<b>Title of Policy</b>	Behaviour Policy
<b>Rationale:</b> Why is it being considered? What need is being addressed?	<b>Statutory requirement – amalgamated school. Systems reviewed and changing due to amalgamation</b>
<b>Aim:</b> What is the intended outcome of the policy?	For School to have a consistent approach to dealing with negative and positive behaviours throughout the school
<b>How:</b> How will it be delivered, by whom and by when?	Plan will be implemented across both school sites by all staff.
<b>Who:</b> Who are the people likely to be affected by this policy?  How have you consulted with the people who are likely to be affected?	Pupils and staff and parents/carers  Discussed at school council, staff and GB meetings.
<b>Measures:</b> How will you know you have achieved your aims?  What are your measures / indicators of success?	Policy will be reviewed and updated where necessary.  Monitor number of exclusions
<b>Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of:</b>  <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul>	<b>Wrexham local authority have actively been promoting Pivotal approach to behaviour.</b>

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partners-hip	Gender Reassign-ment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?		(+)											
<b>Q2</b> Would this discriminate against any of these groups?													
<b>Q3</b> Would this proposal advance the equality of opportunity for these groups?													
<b>Q4</b> Would this promote good relations between these groups and the wider community?		(+)											

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

If your proposal will not have any impact on 'people' please outline why this is the case below:

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

## EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when