

Barwic Parade Community Primary School Positive Behaviour and Thrive Policy



Welcome to Barwic Parade
Community Primary School



Barwic Parade Community Primary School Positive Behaviour and Thrive Policy

Headteacher	Miss Sarah Dixon
Assistant Headteacher	Miss Emily Parkhill
Assistant Headteacher	Mrs Hollie Smith

December 2015	Creation	Mrs Kerry Chapman
January 2016	Reviewed	Mr Doug Calvert & Mrs Dawn Hardy
11 th January 2016	Ratified	FGB
24 th January 2017	Reviewed for accuracy – no changes made	Mrs Kerry Chapman
March 2017	Reviewed on behalf of Governors	Mrs Hardy, Mrs Fargus, Mrs Olliman & Mrs Snowdon
22 nd May 2017	Ratified	FGB
21 st September 2018	Reviewed Ratified	Kerry Chapman and Sarah Dixon
July 2022	Reviewed	Sarah Dixon, Hollie Smith and Becky Kirkland
September 2024	Reviewed	Sarah Dixon & Hollie Smith

Signed:

Position: Chair of Governors

Date: 25th November 2024

Next Review Date: Autumn 2025

Barwic Parade Community Primary School

Positive Behaviour and Thrive Policy

This policy was developed in consultation with Staff, Governors, Pupils and Parents.

Introduction

Barwic Parade Community Primary School is a school which respects each person as a unique individual. We create a happy, safe, caring, stimulating and inclusive environment for all. We believe that good behaviour supports good learning and we aim to encourage all children to be responsible for their behaviour and to have the desire to succeed by going above and beyond.

We are Thrive School and have embraced the Thrive Approach to support all children's emotional and social learning throughout the day; our first priority is to care for every child in a secure and safe environment. The Thrive approach encourages and teaches children to face new challenges, become more independent, and to believe in their own abilities.

At Barwic Parade, we understand the importance of strong relationships and how these can support both children and adults; we aim to build positive relationships with each other, with the pupils and with their families. We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

We support pupils in developing the skills to maintain positive relationships with others through our Thrive approach, using VRF's (Vital Relational Functions) weekly lessons and our PSHCE curriculum support this approach, WE also teach children to resolve disagreements and problems themselves using restorative approaches.

The Thrive Approach

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. We understand that when children are displaying negative behaviours they are looking for connection and that challenging behaviour is distressed behaviour.

The Thrive Approach draws on the latest neuroscience, recent attachment research, and current studies of effective learning and current models of child development - in order to help the school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help them re engage with learning and life. Thrive helps us to understand what behaviours to expect but not accept them if they are negative. Unfortunately, like all of us at points in our life, children may face challenges that knock them off course. What is needed at this time is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little extra. All children get access to weekly class-based Thrive activities. We do not consider Thrive to be an intervention for just a few children; it is a whole school approach. We believe that all behaviour is communication and that communication needs to be understood and supported. Thrive feeds into all areas of our curriculum.

The Thrive approach teaches us that we need to be tough on behaviour whilst being gentle on the child.

All classes will have a Thrive action plan which is reviewed termly.

School Aims

- To establish an ethos where positive behaviour, including respect, courtesy and good manners, is promoted, and where inappropriate behaviour is dealt with effectively and consistently.
- To ensure good behaviour for learning to enable teachers to teach and learners to learn.
- To promote self-discipline and the skills necessary to form good relationships, in order for pupils to make the right choices for themselves.
- To develop and nurture pupil's emotional intelligence, sense of responsibility and their spiritual, moral, social and cultural knowledge and awareness.
- To ensure that all pupils feel safe in school and for all staff to deal effectively when addressing pupils' concerns and worries.
- Positively encourage pupils to behave in a responsible manner, both to themselves and others, including online behaviour.

School Rules

Expectations should be shared with children at the start of every lesson.

We expect everyone (including all adults) to:

- **Ready** – Ready for learning & working collaboratively with peers and adults (including correct equipment & uniform)
- **Respectful** – Everyone is polite & well-mannered to everyone. We are a school where everyone listens to each other and communicate kindly to one another.
- **Safe** – We are safe in our actions, our words, and our behaviour. We are safe online, within the community and in relationships.

All staff use the signal '3, 2, 1' when asking the children to stop and listen.

The Zone Board & Learning Behaviour Rewards

We expect our pupils and staff to be considerate of each other and their surroundings and to always behave in a positive way. We believe that pupils achieve best when there is a partnership between home and school and this applies particularly to behaviour. We aim to work with parents and keep them informed at each stage of the policy.

We believe the most effective way of achieving our aims and expectations is to praise and encourage positive behaviour and to motivate pupils in realising that good behaviour is valued. We believe that if you reward children for going 'over and above' then there is no limit to their excellent behaviour. In every classroom, the 'over and above' mantra is repeated often. It is used when presenting awards, moving children up the zone board and when talking to parents. We believe that a focus on going 'above and beyond' gives children something more than the bare minimum to achieve. It gives them something to reach for.

The Zone Board – *Platinum - Gold – Silver – Blue – Purple – Red*

Examples of expected behaviours identified by staff will be praised across school, both verbally and by use of the school Zone Board.

Platinum – Children are going ‘above and beyond’ what is expected of them. Examples include: giving up free time to help someone, producing outstanding work in all areas of learning that week, working hard in interventions, outstanding behaviour.

Gold – Examples include: noticing when children are being polite and respectful across the school, being supportive of their peers and the classroom environment and when a child is demonstrating that they are putting in extra effort into their work, an extra effort to improve their presentation or are demonstrating resilience and perseverance when faced with something they find challenging.

All teachers are to keep a record of children who receive Gold and Platinum rewards.

Gold Stickers are to be stuck within planners to show parents that their child has received a gold. Parents are to sign to show acknowledgement)

10/20/30/40/50 gold stickers in a half term will be rewarded with a certificate in the final assembly of half term and parents invited to attend

5 Platinum Rewards will be rewarded with a certificate in the final assembly of the half term and parents invited to attend.

Phone Calls home from the Headteacher

Each week teachers will be inform the head teacher of a child that received a platinum award and has gone above and beyond expectations. The Head teacher will call their parents/carers to share the news and celebrate

Gold: Best Seats in the House

Each week teachers will be invited to choose 1 children from their class that has produced outstanding work or have behaved in a way that has demonstrated the cooperative values to an exceptional standard. These children will be invited to sit on ‘the best seats in the house’ during the Friday celebration assembly.

Headteacher Awards – (Automatically move to gold too)

This is for anything outstanding that a member of staff feels deserves special recognition from the Headteacher. The added value of this award is that it comes from the Headteacher directly and it allows the Headteacher to make a connection with each child on a personal, 1-1 basis, helping to strengthen their relationship. If children are unable to visit the Headteacher to collect their award, time will be given through the week for the Headteacher to visit classes where children have achieved these awards.

Going above and beyond

Each half term, children that have gone ‘above and beyond’ the expected standard in terms of their classwork, behaviour, or extracurricular achievements are rewarded a treat with the Phase Leader. Children will need to earn a certain number of golds in order to partake in the treat. This is a further way in which we recognise hard work and dedication.

Class VIP of the day

At the end of each day, each teacher is to pick a class ‘VIP’. The VIP can also be chosen by peers if they have recognised positive behaviour or work. The chosen VIP can choose a treat from the treat box (a packet of sweets) and can have ten minutes free time at the end of the day with a friend of their choice. Also, a celebration message is to be sent home to the parents of the chosen VIP.

Star of the Week

Each week, teachers are to choose a Star of the Week. The chosen child is to be rewarded a certificate during the Celebration Assembly every Friday and their parents are invited into school to join in on the celebration.

Subject leader celebration

Children who produce an outstanding piece of work will be sent to the subject lead to celebrate their success and receive praise.

Consequences System

Pupils are encouraged to be in the 'Silver layer' of the Zone Board and all children start the day within the 'Silver Zone' regardless of their behaviour the day before. Teachers use positive framing to encourage good behaviour by way of prompting and reminding children pupils not keeping the school rules, if they are not able to adjust their behaviour they may move down the board into the 'Blue Zone' of the board. Pupils are then given opportunities to choose the right behaviour to move back up to silver in a short period of time within a lesson. Children will be reminded of these choices before they are moved on the sanction board. If the pupil makes the wrong choice they will move their name down the zone board. However, as the aim of the system is to change behaviour, they need to be given a work-related target to earn it back and move back up the board. E.g: 'If you finish that work before break you can move back up the zone board but the consequences will still be...'. Pupils can only be moved up or down one place at a time unless there is a red zone incident. It is important to remember to move pupils back up and recognise the behaviour change. The Zone Board is a highly visible reward system. There are clear and agreed rewards and consequences that relate to each layer of the Board and these are reviewed regularly by all school staff.

Some pupils may need further guidance and be moved into the 'Purple Zone' of the board if their behaviour continues to escalate, or they do not follow advice and instructions given by staff. Once again, pupils are provided with prompts and support to put things right. Pupils who excel in relation to their achievement of the school rules, or outstanding behaviour may access the 'Gold Zone' and then the 'Platinum Zone' of the board for going 'above and beyond'.

Pupils who demonstrate physical or verbal aggression or display persistent challenging behaviours may be moved to the Red Zone. These incidents are recorded and monitored on CPOMS. Parents will be asked into school to discuss the concerns raised with the Headteacher if 3 records of their pupil being put into the red zone are recorded.

We consider that behaviour is unacceptable when:

- Any member of school staff is prevented from carrying out their duties because of a pupil's behaviour
- Pupils are prevented from normal working practices
- Pupils are rude and use unacceptable language
- Pupils demonstrate verbal aggression
- Pupils demonstrate physical aggression
- Pupils compromise their own, and others' safety
- Pupils leave the school site without permission
- Pupils bully others
- Pupils displaying peer-on-peer abuse in its many forms
- There is evidence of a deliberate misuse of school ICT resources including accessing inappropriate, blocked or illegal materials on-line.

Sometimes there are factors which must be taken into account and allowances made. For example:

- A pupil's emotions and judgement may be affected by traumatic events taking place out of school, or by specific additional difficulties or needs a pupil may have, this can cause the pupil to feel unsafe, scared, or disturbed and can affect their ability to manage and regulate their feelings, emotions and actions. For these pupils individual behaviour plans and risk assessments will be put into place and shared with key members of staff working with the pupil.

If a child is moved down on the zone board they should know why, and what rule they have broken and what they need to do to get back into the right level. Below are consequences that need to be followed if a child moves into Blue, Purple or Red zone:

- A clear, verbal warning first to the child before moving them down the zone board.
- **Blue:** Miss break times. Incidents include: low level disruptive behaviour / ignored warning.
- **Purple:** Miss break time and lunch time. Incidents include: blue behaviour persists and child starts/ continues to show disrespect and rudeness or their behaviour worsening. At lunch time, children will complete their consequence in 'Purple Room'. Here they will be asked to write down why they are in purple and reflect and how they could make different choices next time. They will also be asked to have a restorative conversation with which ever member of SLT is supervising Purple Room that day.
- **Red:** Miss break time and lunch time for the day / next day. Child to be sat outside the headteacher's office to complete work for the rest of the day/ next day. Incidents include: behaviour persists from purple and automatic Red zone incident if a child: swears, is physical or violent or if a child demonstrates a serious challenge of school rules i.e. refusal to do work.

When a child reaches 'Purple', a slip needs to be sent home to parents the same day that outlines why their child has been moved down & the consequences - this slip is to be returned signed by parent/ carer.

If a child reaches red, a phone call home is to be made the same day by the teacher who gave the red, to discuss the incident and the consequences.

In cases where children are demonstrating consistent disruptive behaviours and seriously challenging school rules, a behaviour support plan will be implemented. This will be specific to individual children's needs and will include: an outline of what the challenging behaviour looks like, targets to work towards to improve this behaviour and extra provisions that will be put in place to support the child. This plan is to be shared with parents and carers during a meeting and reviewed on a termly basis.

The Positive behaviour and Thrive policy does take into consideration allowances for children with SEND. Individual support plans are put into place and the policy is adapted to meet every individual's needs. This educational provision is reviewed and adapted on a termly basis to ensure that the right level of support is planned for. Guidance on supporting children and young people who have SEND is given from the DfE document: '**Special educational needs and disability code of practice: 0 to 25 years – January 2015**'.

The Restorative Approach

We believe it is important for adults in the school to be visibly consistent and calm, to be in control of their emotions, their tone of voice and to have clear expectations when dealing with behaviour. Staff

use the language of 'ready, respectful safe' when responding to children's actions and adapt their tone of voice to suit the changing situation. No adult is to shout at a child(ren). They have been taught to use assertive phrases and an 'emotionless script' when dealing with challenging behaviour, such as the following:

- I noticed you are...kicking the desk/ struggling to sit on the carpet
- I understand you are...angry/ upset/ frustrated
- You need to...(state desired behaviour)
- Then we can... (state what the outcome will be)
- If you choose not to...(state desired behaviour) then...(state consequence)
- Do you remember when you...(refer back to a positive event)?
- That is who I need to see today!
- I know it's tricky but I believe you can do it – thank you. (walk away and don't turn back! allow take-up time and show you believe they can do it)
- You need to understand that every choice has a consequence . If you choose to ... that will be fantastic and Will happen. If you choose not to Then Will happen. I'll leave you to make your decision.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous.
- I don't like your current behaviour but I believe that you can be a success.
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening in future?

10 ways to make a restorative conversation work:

- 1) Don't sit behind a desk or on it – be at eye level with the child(ren).
- 2) However irritated you were / are with the behaviour that provoked the meeting/consequence, try to focus on the outcome you want.
- 3) Resist the urge to take copious notes. It makes the pupil feel that their every word is being recorded and it is not conducive to thinking and speaking freely.
- 4) Have a drink of water / bottle of water ready for the pupil
- 5) Leave the door open during the conversation
- 6) Answer the questions yourself, not on behalf of the child but your own reflections
- 7) Be really careful not to use judgemental language. It will taint the conversation and encourage a purely defensive reaction in the child.
- 8) Resist any interruptions from other people with, "This is a really important conversation, can I see you later?"
- 9) Don't nit-pick uniform and so on at the beginning of the conversation – it might start the conversation off in the wrong direction. It is difficult to tell someone off one minute and then elicit an honest, calm and thoughtful rear view of their own behaviour next.
- 10) End the conversation on a positive note. Think about how you are going to bring it to a conclusion.

At Barwic Parade Primary School we adopt the principles of The Restorative Practices Approach; an approach to conflict or inappropriate social behaviour which puts repairing harm done to relationships and people at the centre of our focus. People involved in an incident are taken through key questions of the 'Restorative Approach' and are therefore supported in coming to understand the harm that has been caused to all parties.

Key questions to ask during a restorative conversation:

- 1) **What happened?** Drawing out each person's story one at a time.
- 2) **What were you thinking at the time?** Reflection on their thoughts and what could have caused a negative emotion or response.
- 3) **What have you thought since?** What each person has been thinking about the conflict since they have reflected on the situation.
- 4) **How did this make you feel?** Draw out each person's feelings.
- 5) **Who has been affected and how?** Consider who has been harmed/affected and how this has affected them.
- 7) **What should we do to put this right? / How can we do things differently in the future?**
For pupils to consider ways that conflict and actions can put right to mend relationships and to resolve difficulties.

It is imperative that the adult is in control of the conversation and allows each child an opportunity to speak, to share their point of view and their feelings before coming to a resolution.

Behaviour at lunch times

All our behaviour rules and expectations are the same throughout the day.

MSA's can give rewards for children who go above and beyond during the lunchtime.

Children who do not follow the school rules during lunchtime will be given consequences in the same way.

Blue – 5 minutes in the time out zone in their area.

Purple – 10 minutes in the time out zone in their areas.

Red – Child sent in to the class teacher.

Children who have 3 red incidents over a half term at lunchtime will miss a week's lunchtime play. This reason for this will be shared with parents.

Incidents of extremely inappropriate behaviour and Exclusions

Where a pupil's behaviour is unacceptable for increased periods of time, and is increasing in severity, the following actions may also operate:

- Close liaison with Parents/Carers
- Referral to the School's Inclusion Leader
- Referral to the Prevention Services
- An individual behaviour plan for the pupil
- Completion of a risk assessment
- Bespoke social and emotional skills programmes
- Home /school achievement book
- Referrals to outside agencies including education, health and social care.
- Exclusions from school.

Staff development and support

All members of the teaching, Learning Support and Midday Assistant teams have undergone training in the principles and implementation of the behaviour policy. Staff meetings have been conducted allowing teachers the opportunity to reflect upon it and offer amendments to the systems. Any suggestions have been carefully considered and acted upon if appropriate.

Regular communication takes place between staff and the Senior Leadership Team with regards to the implementation of the behaviour policy to ensure that the principles and systems behind it are fully understood and adhered to. Ongoing CPD will be put in place.

The Headteacher will ensure that support and training is in place for all staff who work with pupils displaying complex and challenging behaviours.

The Governors will:

- Agree the guidelines set down and review the effectiveness of procedures regularly
- Support the Headteacher and Staff in carrying out these guidelines effectively
- Support the differentiation of policy and practice on any grounds necessary i.e. origin, culture, religion, gender, disability or sexuality

Positive Handling and Restrictive Physical Intervention (RPI) of Pupils

At Barwic Parade Community Primary School positive handling and RPI of pupils will only ever be used as a last resort at the School. All teaching staff received up to date RPI training in January 2016. This training is repeated every two years. Any incidents where RPI or positive handling has been used are recorded, and Parents are informed on the same day.

Suspension Process

In the most serious cases, where;

- All interventions have failed
- Where allowing a pupil to remain in school would seriously harm the education or welfare of others.
- Where there has been a serious breach of the behaviour policy and a pupil is a danger or a threat to another pupil or member of staff.

School may use suspensions. We do not wish to suspend any pupil from school, but sometimes this may be necessary. Guidance on suspension from schools is given from the DfE document '**Permanent Exclusion from maintained schools, academies and pupils referral units in England, including pupil movement – September 2022**'.

The Headteacher is the only member of staff who can carry out a fixed term suspension. Fixed Term suspensions are for a fixed period of time and cannot exceed 45 days. This involves the pupil being asked to remain at home for a defined period. School may take the decision to internally exclude a pupil. This is when a pupil works away from their peer group for a designated period of time. Parents will be informed if this happens.

If a pupil is suspended from school parents must be informed immediately, in writing, of the reasons why their pupil has been suspended. The letter must also inform them of their right of appeal and a copy of the LA guidance must be attached to the letter.

On return from a period of suspension the pupil and parent will be expected to attend a meeting with the Headteacher or an appropriate member of the Senior Leadership Team to agree expectations.

Appeals

Parents have the right to appeal to the governors within five school days. Information explaining this process is available on the North Yorkshire Council's website, or from the school office.

Monitoring

The Headteacher will monitor this policy and report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Governing Body has a legal responsibility to bring the contents of the behaviour policy to the attention of parents at least once a year. At Barwic Parade, we do this by publishing the policy on our website and through newsletters.

It is the responsibility of the Governing Body to monitor that this policy is administered fairly and consistently. The Governing Body will pay particular attention to matters concerning pupils' protected characteristics e.g. race, gender, religion, SEN, disabilities and pupils of free school meals; and that no pupil is treated unfairly because of any of these characteristics.

The school keeps a variety of records concerning incidents of inappropriate behaviour. The class teacher records incidents of a serious nature in a 'Behaviour Book'. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their own books and pass these records on to class teachers following the lunch break. Serious incidents are recorded in a bound 'Serious Incidents Log' provided by the Local Authority.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the School's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled pupil, staff and parents and any information the School holds on disabled pupil, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.