



Ted
Wragg
MULTI-ACADEMY
Trust

Positive Behaviour Management Policy

Date: September 2022

To be reviewed: September 2023

Adoption of the Policy

This Policy has been adopted by the LGB of Whipton Barton Federation

Signed:

Chair of the LGB

SARAH O'SHEA.

Date:

2/12/22

WHIPTON BARTON FEDERATION PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Positive Behaviour Management Policy

Policy Prepared by: Louise Moretta

Document date	Filename	Meeting submitted	Summary of changes required
05.10.21	WBF Positive Behaviour Management Policy	Whole Staff Training October 2021	New policy
		October 2021 LGB Meeting	Review to include section about Sexual Abuse and Harassment.
1 st September 2022	WBF Positive Behaviour Management Policy	October 2022 LGB	6 Federation rules to 7 Federation 'choices.' Reset after two unacceptable then lunch/break detention. Introduction of house points. Removal of positive behaviour time.







Positive Behaviour Management Policy

We believe that good behaviour is exemplified by our seven Federation 'choices.' These are:





1. **C** - We are **caring** towards each other and our school.
2. **H** - We are **honest** and take responsibility.
3. **O** - We are **organised** and ready to learn.
4. **I** - We are **inquisitive**, ask questions and try new things.
5. **C** - We are **courteous**, kind and have marvellous manners.
6. **E** - We are **engaged** in our learning and listen carefully.
7. **S** - We move around the school quietly, **safely** and **smartly**.

We believe that the benefits of good behaviour are that:

Children:

-  learn what good behaviour means
-  learn to care for others
-  feel happy and safe
-  learn to be good friends
-  develop self-confidence
-  do as well as possible in their learning




Staff:

-  able to build quality relationships with children
-  teach effectively without disruptions
-  meet the needs of all children
-  work positively with Parents/Carers








Parents/Carers:

-  feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children, irrespective of race, religion, culture, ability, gender or disability, learn:

-  to be **increasingly confident and independent** – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
-  to **value others and their similarities and differences**, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements
-  to develop a feeling of **corporate responsibility** by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

The Federation works to achieve these aims by:






-  developing **quality relationships** between children and our staffing team
-  Ensure a staffing team who **care for and care about** children as individuals and their families
-  planning a **broad and balanced curriculum** which will develop to the full, each child's intellectual, physical, spiritual, moral, social and cultural development;
-  **structuring activities and routines** to enable children to behave in a positive and appropriate manner for their age and stage of development;
-  providing **clearly-defined and consistent boundaries** which are carefully explained to the children;
-  acting as **role-models** by demonstrating the positive behaviour we wish to encourage among the children;
-  providing a **supportive environment** where appropriate behaviour is encouraged, noticed and praised.

In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Whipton Barton Federation we aim to be **fair and consistent** and **to set realistic expectations. Praise and encouragement are given for appropriate behaviour.**

We believe it is necessary to define, both by **example and by explanation**, what constitutes **appropriate behaviour**. This will occur as part of **normal classroom SMSC and Curriculum** learning and also at times **when inappropriate behaviour has occurred**.

The children will be expected to:

-  follow the seven Federation Choices;
-  engage in discussions with their talk partner and peers;
-  ask permission to go to the toilet;
-  stay in their seats during learning time;
-  show STAR.

In the Federation

Children are encouraged to feel an **ownership and responsibility for the school as a whole** – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the Federation.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Federation quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety.

Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around the Federation – suggested procedures for large groups:

- 🌍 **Teacher should stand at the front** of the line and **Teaching Assistant at the back;**
- 🌍 Call the group together using the Team Stop;
- 🌍 Give out any **instructions** and set **expectations** using the 1-2-3 model;
- 🌍 Make sure all children are **settled, jumpers on** (or in trays) and **shirts tucked in** before setting off;
- 🌍 Use set points to **walk to and wait** to ensure no gaps in the line i.e. foot of stairs, corners, doors etc.;
- 🌍 Encourage a child to **hold the door for others** to pass through (thank them for this and the child is to respond "you're welcome");
- 🌍 Walk to the **left-hand side of the stairs;**
- 🌍 Expect everyone to **pick up fallen articles** of clothing or debris as they pass rather than walk over them (thank /reward children for doing this);
- 🌍 Encourage the **concept of personal space** (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- 🌍 On **entering the Hall**, the Teacher should stop at the doors and ensure all children are silent, at this point they will be led into the Hall;
- 🌍 During Assembly times, children are encouraged to **enter and leave the hall in a quiet and calm manner, listen carefully** and **respond appropriately** during acts of collective worship.

When children are moving independently in the corridor, they must always follow the Federation Choice: 'We move around the school quietly, safely and smartly.'

At lunchtimes, children are encouraged by the lunchtime staff to behave in a quiet and controlled manner and to remain seated while eating.

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the Teachers and Teaching Assistants on playground duty at break time to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Key Stage Leader may be informed if any behaviour has caused particular concern.

During the lunchtime, the lunchtime staff assume responsibility for the children but the Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the lunchtime staff arrange appropriate supervision of, and activities, for the children.

As part of the Positive Behaviour Management Policy, a **sanction** for breaking the Federation Choices can include **loss of break and/or lunchtime**. In this instance, the child will remain with the teacher on duty. Children should only be brought in from the playground in extreme circumstances e.g. a child has been seriously hurt. If children are not following the Federation Choices on the playground, lunchtime staff will need to address this on the playground and complete a behaviour slip to inform the class teacher at the end of lunch.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Team Leader to discuss ways of supporting the Federation. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The Federation's Policy is to **draw attention to**, and **give specific praise for**, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

-  using the **positive language** of the Federation Choices;

- 🌍 providing a **well-organised and stimulating classroom** and curriculum;
- 🌍 sharing **successes verbally** with other children and adults;
- 🌍 sharing **successes during class and whole-school assemblies**;
- 🌍 giving **Class Dojos, House Points, lunchtime reward tokens, certificates and Headteacher Celebrations** to celebrate **specific successes**;
- 🌍 **focusing on and praising appropriate behaviour**;
- 🌍 **making praise specific**, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- 🌍 speaking to **children quietly and calmly**;
- 🌍 **speaking** to children **courteously**, without the use of **sarcasm**.

Behaviour Management

Behaviour System

The children must be aware of **the rewards system** that is in place and the **consequences**, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the Federation. The **Behaviour Chart, Federation Choices** and **Marvellous Manners** should be clearly displayed in each classroom.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- 🌍 Staff **congratulate** and **praise** children;
- 🌍 Staff award '**Class Dojos**' to children for **learning, excellent attitudes** towards learning and **academic success**;
- 🌍 Staff award '**House Points**' for **fantastic behaviour**, in line with the Federation Choices, and Marvellous Manners;
- 🌍 Lunchtime staff award '**Positive Lunchtime Tokens**' to reward children who are following the Federation Choices at lunchtime;
- 🌍 Each week, we nominate a child from each class to receive the '**Star Learner of the Week**';
- 🌍 **Headteacher's Celebration** for an excellent piece of academic learning. Children receive 5 Dojos;
- 🌍 Each half term a child is nominated from each class to receive the '**Subject Star Learner**' certificate.

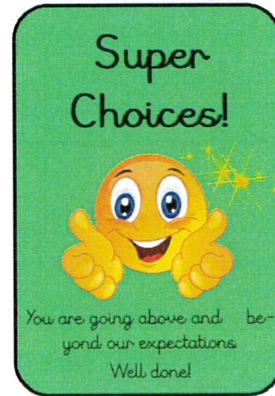
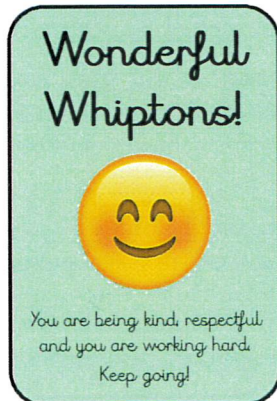
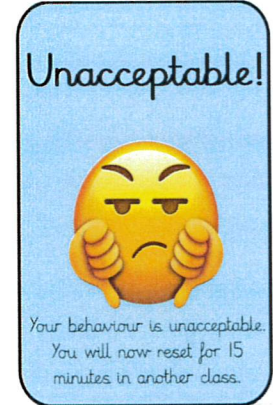
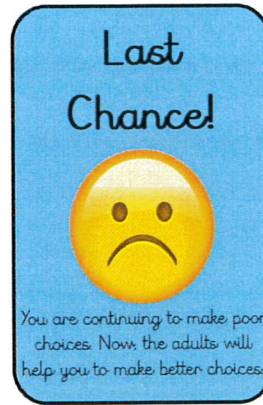
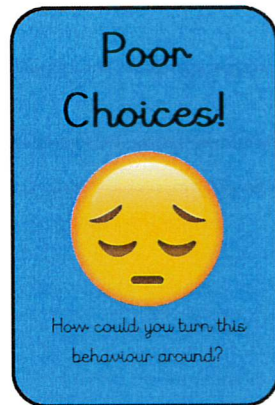
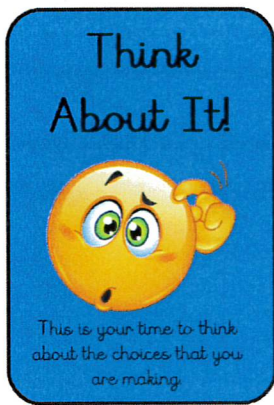
The Federation employs a **number of sanctions** to support the school choices, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches for Positive Behaviour; (cards referred to displayed below)

1. We begin by giving the child **'The Look.'** Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child;
2. Identify the child displaying the negative behavior, show the **'Think About It'** card. Name the behavior and explain this is a time to think about the choices they are making;
3. If the poor behaviour continues or subsequent Federation Choices are broken then child is shown the **'Poor Choices'** card, the behaviour is named and the adult encourages the child to consider how they can turn the behaviour around (for example, the child may choose to move seats);
4. If the poor behaviour continues or subsequent Federation Choices are broken then show the **'Last Chance'** card. The adult will name the behaviour and explain that as they are continuing to make a poor choice, action will now be taken by the adult, e.g. the adult will make the decision that the child needs to sit elsewhere;
5. If the poor behaviour continues or subsequent Federation Choices are broken then show the **'Unacceptable Behaviour'** card. The child will reset for 15 minutes in another classroom in their phase. Work will be provided by the class teacher.
6. If the unacceptable behaviour continues when the child returns to class they will receive a break and/or lunchtime detention.
7. When a child receives an unacceptable or a detention, this must be recorded on Bromcom by the teacher who has made this final decision. The teacher needs to speak to the parent at the end of the day or by phone.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the Meal Time Assistants or Teaching Assistants; this is then passed on to teaching staff and may lead to an Unacceptable, but this is down to the **discretion of the class teacher** and other **Senior Leaders**.

At the start of the academic year, the Federation Choices will be explained, set out and displayed in each class. In this way, every child in the Federation knows the standard of behaviour that we expect in our Federation.



Early Years and Foundation Stage

Whilst children are in the Early Years, they are learning about what behaviours are right and wrong and are starting to develop the ability to understand the consequences of their choices. They develop self-regulation and executive functioning which allows them to inhibit impulsive behaviours, regulate strong feelings, be patient for what they want and plan what to do next. Language development is central to self-regulation as children use language to guide their actions. The development of social skills and self-regulation is key to our curriculum and it is our responsibility to model our Federation rules and support our Early Years children to work within them, at a level appropriate for each stage of their development.

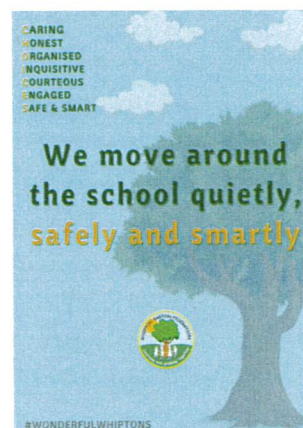
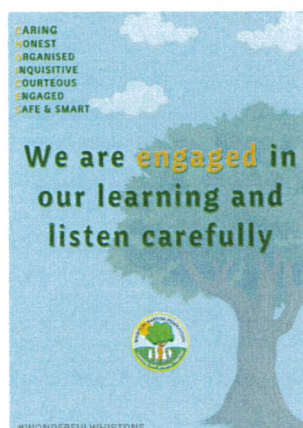
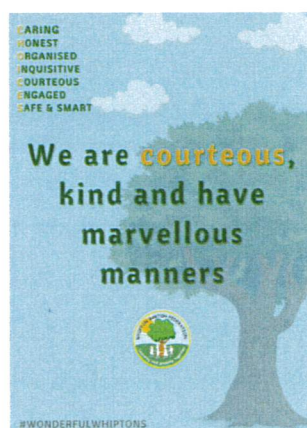
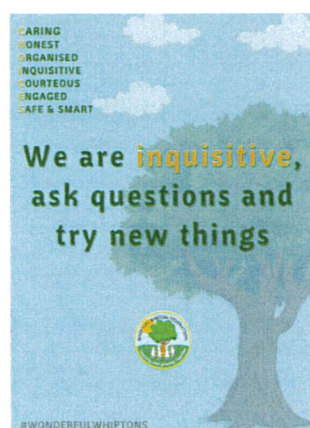
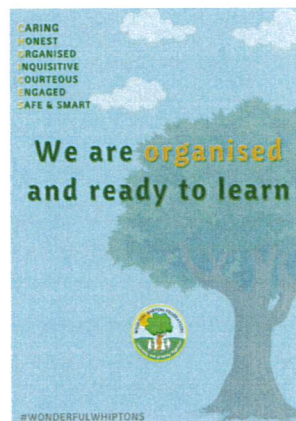
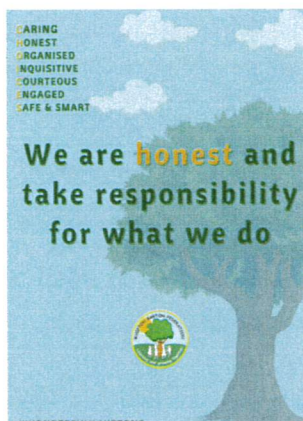
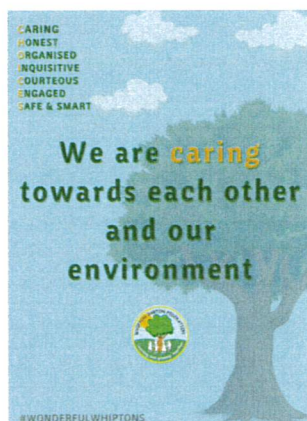
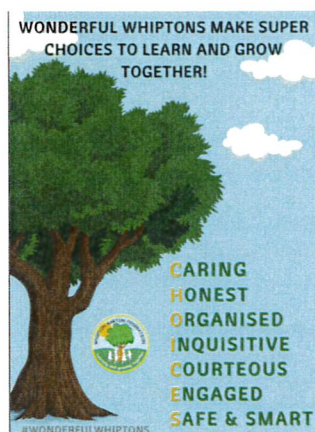
The Federation Choices

All our Choices are made with safety and consideration for others in mind. All Federation Choices are discussed with the children then displayed in classrooms.

The Federation Choices are:

Federation Choices	Learners will...	Which enables...	Which prevents...
We are caring towards each other and our school.	be thoughtful be respectful be kind be considerate take pride in their school	children to be polite, take responsibility for their actions and how their behaviour impacts on others.	<ul style="list-style-type: none"> unkind behaviour including upsetting comments or physically hurting others. damage to personal property or the school environment.
We are honest and take responsibility.	use marvellous manners be collaborative take responsibility be pleasant towards each other	children to contribute to a positive and safe school community and be good citizens for the future.	<ul style="list-style-type: none"> dishonest behaviour, lack of personal responsibility and a blame culture.
We are organised and ready to learn.	be focused on their learning be motivated try their best be proud of their achievements	children to develop a positive 'growth mindset' by contributing to their learning and becoming more independent.	<ul style="list-style-type: none"> children's behaviour disrupting the lessons and learning distractions which will impact on progress in the lessons
We are inquisitive , ask questions and try new things.	take part in discussions, ask questions, make observations and comment on what they are learning.	children to develop a healthy curiosity, build resilience and see difference as something to celebrate.	<ul style="list-style-type: none"> prejudice, indifference or a lack of tolerance children getting stuck in a 'fixed mindset'
We are courteous , kind and have marvellous manners.	be polite be respectful be considerate take pride in their school	children to develop appropriate social skills, take responsibility how their behaviour impacts on others.	<ul style="list-style-type: none"> selfish attitudes and poor social skills an indifference towards the feelings of others
We are engaged in our learning and listen carefully.	show initiative participate in the lessons and school life show STAR	Children to secure a 'can do' attitude to learning and embrace a challenge.	<ul style="list-style-type: none"> disruptive behaviour due to a lack of interest in the lessons.
We move around the school quietly, safely and smartly .	use marvellous manners be self-disciplined take responsibility and pride in their appearance use an appropriate voice for being inside and be calm	children to understand the expected behaviour for inside school. Children to be physically safe when moving around the school site.	<ul style="list-style-type: none"> risk of injury on the school site. children's learning being disrupted. the school environment being too noisy.

They will be displayed in classrooms like this:



What the children can expect from staff:

- 🌍 Fairness with clear expectations
- 🌍 An understanding of each child's individual needs
- 🌍 Positive role models
- 🌍 Be approachable
- 🌍 A Trauma Informed approach to interactions
- 🌍 Consistency
- 🌍 Exciting and engaging learning to support all children
- 🌍 To be spoken to in a calm, caring and respectful manner
- 🌍 Confidentiality when appropriate

Marvellous Manners

The use of 'Marvellous Manners' is crucial to the children developing into well-rounded individuals and will be encouraged at all times. Members of staff will also use Marvellous Manners when they are communicating with each other and the children, ensuring that they are excellent role models for the learners of the Federation. Marvellous Manners will be displayed in each classroom, communal areas and in the corridors around the Federation as a reminder.

Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process, which begins at home. The Federation welcomes the interest and close involvement of Parents/Carers and we hope that Parents/Carers will support the Federation's Positive Behaviour Management Policy.

Whipton Barton Federation has a structured programme, which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through thresholding in the playground every day of the week and formal Parents/Carers Meetings, which take place twice a year.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers, or the Team Leader by appointment, if at all possible.

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the Federation in order to support the child to develop appropriate behaviour. Parents/Carers will also be invited to a meeting with the class teacher following their child receiving an 'Unacceptable Behaviour' card. A second 'Unacceptable Behaviour' card will lead to a meeting with a Senior Leader.




Children who persistently have difficulties with their behaviour and have diagnosed additional needs, will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.




Behaviour Care Plans

Some children will sit outside of the normal Positive Behaviour Policy due to individual needs, however these are only to be considered in specialised cases alongside the SLT with particular emphasis on the SENDCo.

We believe that:

-  All children have a right to education and behaviour that challenges us should not be a barrier to this.
-  Children's behaviour is predominantly a result of past and current life experiences. Our approaches to supporting and managing children's behaviour should reflect this.
-  Our behaviour policy should work for all children but we recognise that some children require additional support.







To support this we will:

-  Hold Behaviour Care Plan (BCP) strategy and review meetings chaired by the SENDCo and including other adults who work with the child. These meetings will agree the BCP, which will clearly identify behaviours, triggers, and strategies including emergency procedure to enable staff to deal effectively with the child's additional needs and potentially dangerous behaviours. Children who have a BCP will be part of the warning/behaviour report card system, with reasonable adjustments made, in discussion with the SENDCo and senior staff. Reasonable adjustments and appropriate systems will be agreed at the BCP planning meetings.
-  BCP's will be shared with Parents/Carers once agreed.
-  Ensure all adults in the Federation understand how to support children with additional needs, through individual pupil reviews and regular monitoring of the BCPs by the SENDCo / SLT.

Sexual harassment and online sexual abuse

Whipton Barton Federation takes all reports of Sexual harassment and online sexual abuse extremely seriously and aims to create an open culture where children are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.





Whipton Barton Federation aims to prepare and equip our students for issues and situations related to sexual harassment and online abuse through our curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

-  Healthy and respectful relationships, including consent;
-  Gender roles, stereotyping, equality, diversity;
-  Body confidence and self-esteem;
-  Prejudiced behaviour;
-  That sexual harassment and violence is always wrong; and
-  Addressing any culture of sexual harassment.







We recognise the complexity of this issue and will always aim to safeguard all students involved, taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include, but is not limited to:

-  Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
-  Sexual 'jokes' or taunting;
-  Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
-  Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Whipton Barton Federation recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

-  Nature of incident;
-  The harm caused by the incident (both physical and emotional);
-  Age of students involved, particularly if the age gap is significant;
-  Development stage of student;
-  Any aspects of coercion;
-  Regularity and repeated incidents;

- 🌐 Any relevant context to behaviours;
- 🌐 Wishes of victim;
- 🌐 Ongoing risk.

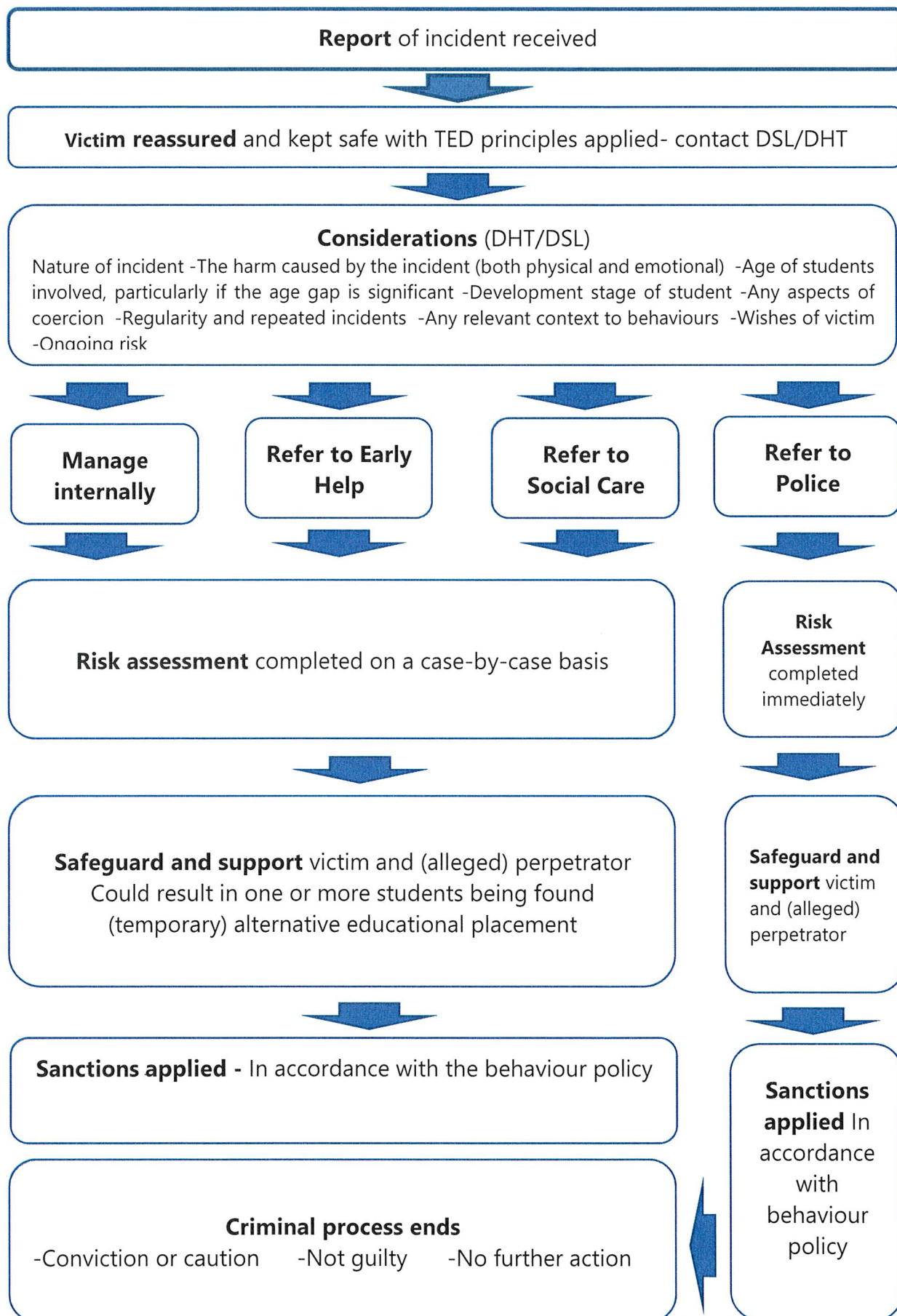
We will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action. We will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include, but are not limited to:

- 🌐 Fixed term exclusion;
- 🌐 Managed move;
- 🌐 Permanent exclusion;
- 🌐 Referral to social services or police.





Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases we will work in-line with the safeguarding principles and in conjunction with any other relevant agencies to protect students. Any decisions made will be discussed with all concerned and handled sensitively.

Whipton Barton Federation will follow the following process when incidents of sexual harassment or sexual abuse are reported.



The use of physical intervention or restraint

The use of force to control or restrain pupils is a last resort – **ideally by a fully trained staff member** (PIPS) - and can only be used to prevent a pupil from:

-  committing a criminal offence;
-  injuring themselves or others (including staff);
-  causing damage to property, including their own;
-  engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other pupils or staff.

Where possible, the remainder of the class would be removed from the situation to ensure there was no further potential for them to be injured or to injure others. A senior Leader would need to be notified as soon as possible.


Where possible there should always be two adults present for any instance of physical intervention. All incidents of physical intervention must be reported to the Headteacher immediately and logged on CPOMS immediately.

Schools cannot:

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

Summary of Rewards and Sanctions Summary

Rewards

Reward	When Awarded	Awarded For
Class Dojo Points	All day, every day!	<p>For showing excellent learning and academic achievement.</p> <p>Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard) or alternatively, they can select their own names.</p> <p>Dojo postcards will be sent home weekly when a child has been rewarded for 50, 100, 250, 500, 750, 1000 and 1500 Dojo Points.</p> 
House Points	All Day, Every Day!	<p>For keeping the Federation Choices and Marvellous Manners.</p> <p>Whole school events such as Sports Day.</p> <p>Children will be given a token to add to the post box in the hall.</p> <p>House Points will be tallied each half term.</p>
Star Learner of the Week/Super Star Learner of the	Weekly/Termly/Annually in Celebration Assembly	Outstanding attitude/learning/behaviour.

Term/Super Star Learner of the Year		
Headteacher's Celebration	When Teachers/Teaching Assistants send children to the HT or other member of SLT & by the HT at anytime	An excellent piece of work.

Sanctions

Sanction	When Used	Details
15 Minute Reset	When a child has reached Unacceptable	If a child receives an unacceptable, they are sent to another classroom within their Phase for 15 minutes. They must be sent with an adult and have work provided. The child is collected after 15 minutes by a TA/Teacher and a discussion takes place about how reset will enable them to be successful upon their return to class.
Loss of Break Time or Lunch Time	When a child's poor behaviour has continued after receiving an Unacceptable.	If a child's unacceptable behaviour continues after they have reset, or they refuse to go into reset, they will receive a break and/or lunchtime detention. Once a detention has been issued, it cannot be earned back.
Immediate 'Unaccept able Behaviour' card	Serious Misbehaviour	If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued: <ul style="list-style-type: none"> • Verbal or physical abuse (more than just being rude) to staff • Leaving the Federation building without supervision of an adult • Possession or bringing a weapon/dangerous item to the Federation • Malicious setting off of the fire alarm • Deliberate damage to or theft of property

		<ul style="list-style-type: none"> • Bullying or prejudicial language directed at another child or member of staff • Behaviour which the SLT deem to be serious
Detention	Once three Unacceptable Behaviour cards have been issued in one week (or four in a term)	If a child receives three Unacceptable Behaviour cards in one week, they will receive 30 minute after school detention with 24 hours notice. Following the detention, the Parents/Carers will meet with a Senior Leader.

Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the Federation Improvement Plan, annually. Due to the changes made, this policy will also be reviewed in January 2023.