



Behaviour Policy 2023 - 2024

Read by staff: 11.07.23

Signed and dated by

Mr M Jones (CoG) 18.07.23

Mr C Jones (EHT) 18.07.23

Reviewed on: 09.07.24

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1. Local Governing Committee Statement of Behaviour Principles

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school
- Under section 149 of the Equality Act 2010 we aim to eliminate discrimination
- Under Section 175 of the Education Act 2002 we have due regard to ensuring we promote the safeguarding and welfare of children
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' January 2018
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013 (under review?)
- We require the Headteacher to outline the school's response to bad behaviour that occurs beyond the school gate
- We require the Headteacher to apply the WPAT policy 'Allegations of Abuse' in the case of staff accused of misconduct
- We expect the school to be proactive in working with other agencies, particularly for pupils who display continuous disruptive behaviour

2. Organisation and facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

3. Rationale

- 3.1 Bruche Primary school promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance and children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings. Our motto is 'success, nothing less'
- 3.2 We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the school expectations and routines they are expected to follow and every opportunity is taken to positively reinforce these.
- 3.3 Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when expectations or routines are broken, no matter how time pressured things are.

4. Policy Aims (based on DfE guidance and best practice)

To provide:

- a behaviour culture that reflects Warrington Primary Trust's guiding principle and core values and that is embedded and enacted in everything we do
- strong school leadership, where leaders are highly visible and ambitious goals are set
- a positive, fair and consistent approach with attention to detail
- well established, universally known and well-articulated protocols that are easy to understand and implement
- well communicated expectations around praise and positive reinforcement
- a detailed graduated behaviour code
- expectations around the development of effective partnerships with parents and the wider community
- engaged staff who receive high quality support and training

5. Expected Behaviour

At Bruche Primary expected behaviours include, but are not limited to:

- following the school expectations at all times
- showing kindness, respect and understanding to others
- showing an understanding of how their behaviour and interactions can impact and affect others
- listening to and encouraging others, appreciating their perspective and taking account of their views, concerns and feelings
- recognising the needs of others who may have special requirements and/or adjustments
- acting in a respectful manner to all members of the school community
- building relationships based on trust, respect, co-operation and support
- taking care of school and other people's property
- being truthful, honest and showing forgiveness
- attending school punctually and regularly
- accepting and completing school work, including homework, neatly and on time
- being courteous to fellow classmates and school staff

At Bruche Primary unacceptable behaviours include, but are not limited to:

- name calling or using unkind words
- aggressive or violent behaviour, verbal or physical
- treating others unfairly
- bullying behaviours
- threatening behaviour

- disrupting lessons/teaching and/or the learning of others
- being untruthful
- using bad language or that associated negatively with race, religion, belief, culture, gender, SEN or disabilities, appearance, health conditions, sexual orientation (including homosexual, gay or homophobic, gender reassignment), sexist or sexual
- sexualised behaviour, sexual harassment or sexual violence
- or any other behaviours deemed unacceptable by the senior leadership team

6. Roles and Responsibilities

- 6.1 The Local Governing Committee is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation. The behaviour link governor is Carol Buckley Mellor.
- 6.2 The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. The behaviour lead has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day to day management of behaviour across the school, overseeing record keeping and reports and the analysis of data. All staff have the delegated responsibility to maintain a safe, calm and purposeful learning environment. Every adult must set an excellent example to pupils at all times, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management.
- 6.3 The pastoral team co-ordinate and collaborate, so that there is a joined up approach to the early identification of and response to individual needs:
1. Headteacher and DSL: **Chris Jones**
 2. Behaviour lead and DSL: **Chris Gould and Hannah Kerrigan**
 3. SENDco: **Hannah Kerrigan**
 4. Pastoral and Welfare coordinator, Mental Health Lead and DSL: **Nicola Charles**
 5. Medical Lead: **Ann Blackledge**

7. School Expectations

- 7.1 Our expectations reflect the guiding principle and the core values of WPAT and support children's understanding of the school's expectations. They are highly visible throughout the school, constantly referred to and explicitly taught and are as follows:
1. To listen
 2. To do as asked
 3. To work well with others
 4. To try as hard as we can
- 7.2 We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school expectations and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

- 7.3 We proactively work with other agencies as soon as we become aware of any issues and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

8. Rewards, praise and positive reinforcement (see attached Protocol 1)

- 8.1 We believe that praise and positive reinforcement are more effective than sanctions. Exemplary behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.
- 8.2 Across the school we use an individual electronic reward system named 'Epraise', which allows pupils to earn 'praise points' and save rewards before redeeming them for prizes or donate them to local and national charities. Staff do not use their own localized reward systems.

9. Graduated Behaviour Code (see attached protocol 2)

- 9.1 We believe that developing the whole child enables them to take responsibility for their own actions, thus promoting self-regulation and proper regard for authority. This system relies heavily on the use of praise to modify behaviour and any success is recognised. However, when expectations are not met there must be a consequence with only exceptional exceptions. Sanctions given are proportionate and consistent.
- 9.2 Behaviour incidents are recorded and are categorised as either low or high level (definitions are included in the protocol).

10. Reasonable Adjustments (see SEND Policy and statement)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The School recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

11. Pupil Support System

- 11.1 We recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The welfare team make a risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.
- 11.2 Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

12. Teaching and Learning

We recognise that for children to understand how to behave this has to be taught. We have therefore constructed a curriculum to actively teach children how to behave through all key stages.

13. Staff training and development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This allows for all staff to be accountable for their decisions, adhere to school expectations and protocols and consistently demonstrate school values.

14. Record keeping and data analysis

We use the CPOM's system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead.

15. Exclusion

- 15.1 As a tolerant, supportive learning community exclusions will only be used as a last resort, and will only be used in line with current DfE guidance. The school does not wish to exclude any child, but recognises that sometimes this may be necessary.
- 15.2 The Headteacher is the only person who can exclude a child.
- 15.3 When a child is at risk of temporary or permanent exclusion we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'

16. Use of Reasonable Force (see protocol 3)

- 16.1 In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy; taking into account children with SEN, disability and the bespoke needs of vulnerable children.
- 16.2 A staff team are trained in the use of reasonable force (Team teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

17. Anti-Bullying Strategy

- 17.1 At Bruche Primary we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.
- 17.2 Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE etc.
- 17.3 Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

- 17.4 In formulating our strategy we take due regard to the key legislation:
- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
 - The Education (Independent School Standards) Regulations 2014
 - The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate and targeted
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

18. Searching and confiscation

- 18.1 The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.
- 18.2 School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

19. Discipline beyond the school gate

- 19.1 The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in this policy.
- 19.2 The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a

serious threat to another person.

- 19.3 The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

20. Pastoral support for staff accused of misconduct

Any allegation of misconduct will be dealt with in line with the WPAT policy 'Allegations of abuse.'

21. Unstructured time

Lunch - dealt with by the staff member present in line with the graduated response.

22. Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the welfare team is given. Parents/carers are involved and informed as appropriate.

23. Behaviour Protocols which form part of this policy

Bruche Primary School has the following protocols to support the implementation of this policy. The protocols are intended to support staff by providing guidance in procedures and are based on DfE best practice:

Number	Protocol
1	Rewards
2	Graduated behaviour code
3	Use of Reasonable Force- decision tree
4	Classroom Conduct
5	Start of the school day routines
6	End of the school day routines
7	Dining hall and classroom dining
8	Changing for PE routine
9	Break and lunchtime routines
10	General moving around school routine

24. Behaviour Toolkit:

This consists of the following template documents which must be used in-line with this policy:

- A. KS1 Reflection Sheet
- B. KS2 Reflection Sheet
- C. Positive Handling plan
- D. Record of use of reasonable force
- E. Letter to parents to report the use of reasonable force

25. Monitoring and Review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the full Governing Committee annually.
- Application of the policy will be monitored by the SLT and others within routine school self- evaluation activities
- The Behaviour Management Protocols will be kept under constant review and updated as required.
- Termly survey data from all stakeholders will be considered.

APPENDIX A

This policy is guided by Warrington Borough Council and Department for Education guidance and best practice

The policy has been written with due regard to the following:

DfE Guidance Documents

- Behaviour and Discipline in schools
- Use of Reasonable Force
- Supporting pupils with medical conditions at school
- The SEND Code of Practice
- Behaviour and Discipline in Schools- Guidance for governing bodies
- Searching, screening and confiscation: advice for schools
- Creating a culture: How school leaders can optimise behaviour
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Ofsted- Sexual abuse in school and colleges
- Steer Report, Learning Behaviour: The Report of the Practitioners Group on School Behaviour and Discipline
- Elton Report (DEF 1989)

Legislation

- The Equality Act 2010- including the Public Sector Equality Duty (PSED).
- Section 175 of the Education Act 2002
- Section 88-94 of the Education and Inspections Act 2006 *
- The Education (Independent School Standards) Regulations 2014
- Guidance for Safer Working Practice for Adults who work with children and young people in Education 2019
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2021 (KCSIE)

Reading References & Research

- Running the Room by Tom Bennett
- Behaviour for learning by Simon Ellis and Janet Todd
- Improving Behaviour in schools (EEF)

Protocol #1 – Rewards, Praise & Positive Reinforcement

Bruche Primary Positive Behaviour Management Policy Protocol #1 **Rewards, Praise & Positive Reinforcement**

School Expectations:

1. To listen
2. To do as asked
3. To work well with others
4. To try as hard as we can

Following the school expectations is rewarded as follows:

1. Smile/nod of recognition
2. Specific verbal praise that clearly identifies the expectation followed
3. Specific award of 'praise points' linked to a particular school expectation

Please note:

- Children should always be clear about why they have been given a praise point and which expectation they have followed
- Praise points are totaled weekly in classes and shared in the parent's app and on the school newsletter.
- In addition for regular positive behaviour special responsibilities/ privileges may be awarded
- For consistently following school expectations children are given a head teachers award badge in the weekly celebration assembly

Protocol #2 – Graduated Behaviour Code

Bruche Primary Positive Behaviour Management Policy Protocol #2 **Graduated Behaviour Code**

STAGE	PERSON	ACTIONS
Stage 1: Low level incidents: <ul style="list-style-type: none"> shouting out chatting wasting learning time not responding immediately to a reasonable request moving out of seat without permission 	Class teacher Lead adult TA	<ul style="list-style-type: none"> Thinking card When behaviour is modified, child is praised and card is removed.
Stage 2: Repetition of stage 1 behaviour Or immediately if: <ul style="list-style-type: none"> discourteous name calling pushing unwanted touching of another child disrupting a lesson high levels of unnecessary movement 	Class teacher Lead adult TA	<ul style="list-style-type: none"> Time out card- age appropriate time at class reflection table Ks1: 5 minutes Ks2: 10 mins Child expected to continue to listen and learn Praise any modified behaviour, card removed, child to apologise
Stage 3 Continuation of stage 1 or 2 behaviours Or immediately if child not compliant to previous sanction (s)	Class teacher Lead adult / TA Parallel class teacher Key stage leader Parents	<ul style="list-style-type: none"> 10 minutes in partner classroom (escorted if necessary) Completion of a reflection form (sent home with child if they refuse to complete it) Child to complete any missed work during their next break (lunch/break as appropriate) and to apologise Key stage leader informed and consideration of behaviour diary. Contact with parent/carer at the end of the day RECORD APPROPRIATELY ON CPOM's
Stage 4 Two reflection forms completed in one half term Or immediate if: <ul style="list-style-type: none"> Fighting/ hurting another child Swearing 	Class teacher Behaviour Lead Parents	<ul style="list-style-type: none"> Child sent to Key stage leader Child to make up lost learning time during break Parents telephoned to discuss the situation Child to apologise verbally and/or in writing as appropriate to age etc. Behaviour Lead to be informed and monitor- consider IBP (Sendco) RECORD APPROPRIATELY ON CPOM's

<p>Stage 5: Continuation of stage 4 behaviours Or immediately if</p> <ul style="list-style-type: none"> • Physical assault • Self-harm • Engaging in actions that could harm others • Bullying- all forms • Threatening- high probability of someone being hurt • Leaving without permission • Spoiling with intent 	<p>Class teacher</p> <p>Behaviour Lead</p> <p>Parents</p> <p>Headteacher</p>	<p>Behaviour lead to:</p> <ul style="list-style-type: none"> • speak to child and deal with the initial incident • put in place a support plan & risk assessment • consider the involvement of other agencies • high level recording form completed • speak to parents • sanction appropriate to the incident - loss of full play time or privileges. • RECORD APPROPRIATELY ON CPOM's <p>Headteacher to be informed and consider, if appropriate, isolation or exclusion</p>
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Protocol #3 – Use of Reasonable Force

Bruche Primary Positive Behaviour Management Policy Protocol #3 **Use of Reasonable Force**

“All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school.

It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit”

(DfE Use of Reasonable Force Guidance July 2013)

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) Committing any offence

(b) Causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise”

(Section 93, Education & Inspections Act 2006)

Part A - Protocol for children without a behaviour plan in place

STEP 1

Class teacher makes a judgment and assessment of a situation that arises and they feel that reasonable force is required to maintain the safety of a child and those around them.

STEP 2

Call for urgent assistance either by telephone, or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – **TAKE IMMEDIATE ACTION!**

STEP 3

Deal with the situation, managing the child until they are calm and ready to return to their classroom/learning.

STEP 4

Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with **TWO** adults present.

STEP 5

Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.

STEP 6

All incidents **MUST** be recorded. Recording of the incident will be completed - this will include an entry on CPOMs, completion of a Positive Handling form and child's parents notified verbally, followed by written correspondence regarding the incident.

STEP 7

Inform the DSL who will review the incident, and write up a risk assessment and action plan for the child in the event of future incidents.

Part B - Protocol for children with a behavior plan in place

STEP 1

Class teacher makes a judgment and assessment of a situation that arises and they feel that reasonable force is required to maintain the safety of a child and those around them.

STEP 2

Follow the protocols within their individual risk assessments. Call for assistance as required either by telephone, or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – **TAKE IMMEDIATE ACTION!**

STEP 3

*Trained colleagues will attend to assist, and provide support as required. Their aim is to calm the child so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.

STEP 4

Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with **TWO** adults present.

STEP 5

Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.

STEP 6

All incidents **MUST** be recorded. Recording of the incident will be completed by Team Lead, this will include an

entry on CPOM's, Positive Handling form and child's parents notified verbally, followed by written correspondence regarding the incident.

STEP 7

If action has been taken then you must notify the DSL who will review the incident.

****All staff that are to assist with positive handling incidents have received certified Team Teach training.***

Protocol #4 – Classroom Conduct

Bruche Primary Positive Behaviour Management Policy Protocol #4
Classroom Conduct

When children are in the classroom, the following routines should be followed:

- Children enter the classroom and sit at their designated seat
- Children must always walk in the classroom
- When a child is answering a question others must sit quietly and listen
- Children must use an appropriate classroom voice
- Children look after resources and keep equipment in their working area tidy at all times
- Children must ask permission to go to the bathroom

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Bruche Primary Positive Behaviour Management Policy Protocol #5
Start of Day Routine

When children are entering the school at the start of the day, the following routines should be followed:

- Before the start of the school day, children should be accompanied by an adult and in their designated class line
- Children are greeted by their class teachers and teaching assistants at the appropriate entrance and adults open the gates
- Children must then line up in front of their class sink and wash their hands thoroughly, four at a time
- Once children have washed their hands, they are ready to enter school
- If the children use cloakrooms they access them in small groups
- All belongings must be neatly stored and nothing must be on the floor or on top of the cupboards in the cloakrooms
- Children must walk into the classroom calmly
- Teachers and teaching assistants use positive praise to reinforce expected behaviours.

If a member of staff needs the attention of the children, they will raise their hand and count to three.

Bruche Primary Positive Behaviour Management Policy Protocol #6
End of Day Routine

At the end of the school day the following expectations and routines should be followed:

- Before getting ready for home the children will ensure their desks are tidy. Their pencil pots or tray should be organised neatly and all unnecessary items removed from the desks. The children should also ensure the floor around their desks is tidy and that chairs are tucked in
- Any letters or notices should be handed out to the children to place in their bags
- The children will collect their belongings from the cloakrooms calmly
- Children will return to their classes to line up near the exit doors (KS1 children) or they line up in a designated area in the classroom (KS2 children), ready to leave
- The children must walk
- KS2 children are escorted across the playground to the gate. When at the gate, the children remain in their line order and are released to their grown up.

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Bruche Primary Positive Behaviour Management Policy Protocol #7
Bruche Bistro - Dining Hall

When children are in our Bruche Bistro for dining, the following routines should be followed:

- Before or upon entering the our Bruche Bistro, children should wash or sanitize their hands thoroughly
- When ready, the member of staff will ask the children on school lunches to line up at the service area. They will line up a table at a time
- Children must always walk around our Bruche Bistro
- When lining up, children should do so calmly and quietly
- If children need to use the bathroom during the lunch time, they will ask the member of staff. Children will be given permission to use the allocated bathrooms
- Upon finishing their lunch, children should tidy their area by taking their dishes and cutlery to the cleaning station, or by disposing of any waste from their lunchboxes
- Children should then talk quietly within their table group or engage in a staff led activity until their lunch period is over. The Bistro menu can be read and discussed on their tables or comments added to the chalk board while they wait.
- Once all the children on the table have finished, they will be asked to line up by the member of staff
- Children will line up quietly and calmly

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Bruche Primary Positive Behaviour Management Policy Protocol #8 **Changing for PE Routine**

Before PE

- Class teacher leaves children seated at their tables when PE specialist arrives for transition
- PE specialist will reiterate expectations and routines
- PE specialist will then send children to collect PE kits from their designated area either in table or locker order
- A timer will be placed on the board and children will be challenged to beat the timer, those that get changed quickly will be given a pre lesson task or activity
- Once changed PE specialist will reiterate the correct way of presenting uniform or kit in their area
- All children will be expected to leave their uniform neatly on their chair or in their bag
- Once all tables are tidy and kit is neatly stored, the PE specialist will begin the lesson in the classroom

After PE

- PE specialist will bring the children back into class
- Children will then be seated and will be given expectation regarding time
- Whilst the children are changing there will be stimuli on the board either from the lesson or relating to the lesson
- Once children are changed and have been reminded to ensure that kit is in their bags they will put their bags back in their designated space
- All children are expected to be changed before their teacher arrives to ensure no wasted learning time
- Once all bags are safely and neatly put away the PE specialist will remind all children that their tables must be tidy to ensure a swift transition
- When the class teacher returns all children will be seated as they were when received by the PE specialist.

Protocol #9 – Break & Lunchtime Routines

Bruche Primary Positive Behaviour Management Policy Protocol #9 **Break & Lunchtime Routines**

Please note:

1. **Morning Break:** Classes have a 15 minute break comprising of outdoor play (depending on the weather) where healthy snacks can be eaten.
2. **Lunch time:** Classes have a one hour break comprising 40 minutes outdoor play and 20 minutes within the Bruche Bistro (Dining hall), where lunches are eaten.
3. Children will be encouraged to use the bathroom during break times. They must ask permission.

Outdoor Play:

- Children should remain quiet until they are outside on the playground
- As part of our extended curriculum offer members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another within specified zones on the playground (see Dinnertime curriculum enrichment document [here](#)).
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment
- Children should make sure that they use the bathrooms at this point in the day
- At the end of break time, staff will blow a whistle and instruct which classes should line up.
- Children will return equipment to the box and the box will be stored away
- Children will then be asked to line up near the outdoor sinks to wash their hands thoroughly
- Children will return to their line, ready to transition to their classroom

Snack time:

- Children will collect their snack from their lunchboxes in an orderly manner
- Snack from the kitchen will be collected and brought to the classroom
- All children must wash or sanitize their hands thoroughly
- A member of staff will check home snacks (see healthy school statement [here](#) and information on being a nut aware school [here](#))
- A member of staff will organise snack being given out children in an orderly fashion

Indoor Play (wet weather or other):

- If children need to come back inside a member of staff member will use a whistle to get their classes attention
- All children must stop, listen and walk to their line calmly and quietly
- A member of staff will lead them into the building in a quiet and orderly fashion
- Children must wash or sanitise their hands thoroughly
- Cloakrooms are accessed in small groups
- All belongings must be neatly stored and nothing must be on the floor or on top of the cupboard
- Children must walk into the classroom calmly and sit in their usual seats

- The member of staff will then direct children to the various activities available to them including board games, reading in the class library area, colouring or an activity appropriate to the time of year led by the staff member e.g. crafts around a topic or festival
- If wet break is decided prior to exiting the building, children will stay in the classroom
- A member of staff will then direct children to activities as stated above

Bruche Primary Positive Behaviour Management Policy Protocol #10
Moving Around School Routine

- Children should line up quietly, facing the correct direction
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line
- Children will walk slowly and quietly, one behind the other
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate
- If children are transitioning around the school alone (E.G. to go to the bathroom) they should walk sensibly and silently
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

My Feelings - Reflection

What happened?

How did you feel?



Angry



Upset



Worried



Nervous



Stressed



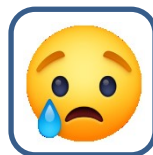
Other

What can you do next time?

How do you feel now?



Angry



Upset



Worried



Nervous



Stressed

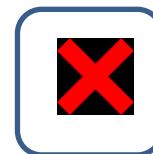


Other

Are you ready to return to class?



Yes



No

Behaviour Reflection

<p>What could I have done differently?</p>	<hr/> <hr/> <hr/>
<p>What did I achieve?</p>	<hr/> <hr/> <hr/>
<p>What could have gone better?</p>	<hr/> <hr/> <hr/>
<p>What have I learnt?</p>	<hr/> <hr/> <hr/>

Toolkit Template C – Positive Handling Pan

Name:

Class:

Date:

Child Responses

Level 1 Responses	Level 2 Responses	Level 3 Responses

Teacher de-escalation responses

	Try	Avoid	Notes
Verbal advice & support			
Firm clear boundaries			
Humour			
Negotiation			
Limited Choices			
Distraction			
Reassurance			
Planned ignoring			
C.A.L.M talking			
Take up time			
Withdrawal offered			
Withdrawal directed			
Transfer adult			
Reminder about consequences			
Success reminders			
Others:			

Diversion & distraction

If the child responds to distraction the interests of the child are.....

Crisis situation

When approaching a crisis situation which methods have worked / should be avoided

	Try	Avoid
Friendly hold		
Half shield		
Standing double elbow		
Standing single elbow		
Sitting single elbow		
Figure of four		

Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are.....

Signed: _____

Date: _____

Toolkit Template D – Record of Use of Reasonable Force

This report should normally be completed as soon as practically possible after the incident by person/s involved in incident or, if not practical, by a senior member of staff.

NAME OF SCHOOL: _____

Name of Pupil: _____

Registration Group/Class: _____

Date of Birth: _____ Child in Public Care Y/N Please circle

Ethnicity: _____

Date & Time of Serious Incident: _____

Place: _____

Reporting Staff: _____

Staff Witnesses: _____

Child Witnesses: _____

RECORD OF SERIOUS INCIDENT

Was the child concerned liable to injury? Yes/No Details:

Were other children liable to injury? Yes/No Details:

Were staff liable to injury? Yes/No Details:

Was property about to be damaged? Yes/No Details:

Was property actually damaged? Yes/No Details:

Was good order prejudiced? Yes/No Details:

Other Reason:

Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and measures taken to avoid harm to the pupil.

Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long:

Record of any injuries to pupils/staff:

Record of any damage to property:

Measures taken to ensure that the pupil was calmed after the incident:

Signature:

Time: am/pm

Date:

Designation:

Signatures of adult witnesses.....

NB If necessary please use additional pages which should be numbered

ACTION TAKEN BY HEADTEACHER/ASSISTANT HEADTEACHER /SENIOR LEADER

Name: _____

Incident Book Completed: Yes/No

Signed by Headteacher: Yes/No

Details of how and when parents were informed:

Incident discussed with pupil Yes/No

Date: _____

Other Professionals informed: Yes/No

Details:

Personal injury form completed for Staff/Pupil: Yes/No

Support offered to member of staff: Yes/No

Details:

Support requested by member of staff: Yes/No

Details:

Action Log (any other actions taken/follow up from other professionals etc.)

Date: _____

Toolkit Template E – Letter to Parents/Carers Re of Use of Reasonable Force

Dear Parent/Carer

Today _____ behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken please tick

- ◇ Children concerned interviewed
- ◇ Adult involvement
- ◇ Interview
- ◇ Phase leader informed. If not then this should be dealt with by the class teacher.
- ◇ Behaviour Lead informed
- ◇ Parent/Carer informed
- ◇ Positive Handling (if appropriate)
- ◇ Other (please state)

Consequences/Further action please tick

- ◇ Monitor and evaluate.
- ◇ Put in place agreed sanctions.
- ◇ Escalate to high level intervention
- ◇ Put in place appropriate support plans

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip below and return it to school as soon as possible.

Yours sincerely

Headteacher

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

CHILD'S NAME _____ CLASS _____

I understand Behaviour Management and Positive Handling Interventions have been applied to my child.

Please tick the following boxes as appropriate:

- I wish to come into school to discuss this further
- I would like someone from school to ring me to discuss this further
- I am happy about the way in which my son's/daughter's behaviour is managed at school

Signed _____ parent/carers

Date _____