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The Positive Behaviour Policy: *This is how we do it here.*

READY, RESPECTFUL AND SAFE.

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Behaviour Blueprint



Schools of Sanctuary



Aims of the policy:

The foundation of every successful school must be excellent behaviour. This policy aims to achieve our school ethos of 'Respecting rights, Recognising responsibilities' in conjunction with the United Nations Convention on the Rights of the Child, articles 28, 19 and 29: *Children have the rights to an education, to be safe and to fulfil their potential*. Consistency rooted in kindness.

The policy will promote the school's values of **Respect, Enquiry, Appreciation, Citizenship and Honesty (REACH)**. It will create a culture where the children can feel confident to speak out if they are unhappy about behaviour towards them. The children will know that the school does not tolerate bullying or discrimination and that all stakeholders (children, parents and staff) have a shared understanding of what is acceptable and unacceptable behaviour.

The **impact** of these aims will be:

- Glusburn CP School is a caring and happy place where children feel safe and thrive.
- The children's social, emotional and mental health is positively developed.
- Children take responsibility for their behaviour and make the right choices.
- We have a school of confident, self - disciplined and emotionally intelligent citizens.
- Bullying and discrimination is prevented.

Behaviour Expectations: *This is how we do it here: pupils need these behaviours to be a successful learner in our school.*

READY, RESPECTFUL AND SAFE.

There are just 3 simple, clear and coherent behaviour expectations. This makes it easy for adults and children to recognise good behaviours and expectations. They are easy to follow and easy to remember enabling all children and all adults to embrace them.

We are **READY** to learn when: we arrive at school on time; we have our equipment ready; we show that we are listening, we are ready to start lessons; ready to listen and follow instructions...

We are **RESPECTFUL** when: we listen when others speak; we respect the property of our friends and the school; we show manners; we consider others' feelings; we focus our attention; we show effort...

We are **SAFE** when: we move around school in a safe manner; we follow instructions to keep ourselves safe e.g. on school trips; we use equipment safely; we stay safe online; we cross roads safely; we keep our hands and feet to ourselves...

School and parents working together: *This is how we do it here: parents need to teach their child these behaviours at home to help them become a successful learner in our school.*

“Children bring their behaviour in to school with them: learned at home, rehearsed in the community and delivered to your classroom door.”

‘When the adults change everything changes’. Paul Dix (2017)

We would like parents to share in our behaviour expectations by repeating, reminding and discussing them at home:

READY: What does ‘being ready’ look like at home? (Ready for school, ready for bed, ready to leave, ready to eat...)

RESPECTFUL: What does ‘showing respect’ look like at home? (respect for their own property such as toys and electronics, respect for their own environment eg bedroom tidiness, respect to their siblings, telling the truth and of course respect towards their friends, parents and other adults...)

SAFE: How can children keep themselves and others safe at home? (Safe online, safe when playing out, safe in the kitchen, crossing the road...)

Home and school connected and bridged by three simple words, jointly managing children’s behaviour. Three words, three acknowledged agreements, three definite expectations: relentlessly pursued. They are constant, consistent and predictable, at school and at home: making our children feel certain, encouraged and safe.

Behaviour management is a team sport; let’s make our children champions through coaching, teaching and parenting.

Exclusion for Serious Incidents.

The school will follow the DFE exclusion guidance before an exclusion is given.

Pupils with Special Educational Needs

Sometimes behavioural difficulties are an indicator that a child may have a special educational need. When concerns are significant the SENCo, following discussions with parents, will evaluate the case and may decide to seek support from outside agencies. These individual pupils may need specific behaviour strategies and plans to address their needs. These will be shared with all staff involved with the child during the school day, as well as parents, in order to ensure consistency of approach. They may differ from the standard policy. When taking advice from outside agencies, the needs of the child, the other pupils in the class and the staff will be taken into consideration.

School Trips and Residential

It is very rare that we exclude a child from a school trip or residential visit and we always strive to make all reasonable adjustments to enable all children to access these opportunities. However, the school reserves the right to not include any child on a trip or residential visit whose behaviour may cause a threat to the safety of themselves and/or others. The school has a duty of care to all children and so no compromises can be made for children whose behaviour is a concern. Parents will be contacted early in the planning process for trips and residential visits if there is a concern about their child’s behaviour in order to plan the best outcome for all.

GUIDANCE

AGREED VISIBLE CONSISTENCIES

Greeting

Stand as the door of your classroom and shake hands with every learner who comes in. Do it for week. Don't make it a big deal or a grand show but just offer your hand. There might be some learners who don't accept your hand or don't pay it any heed. Simply offer your hand. Smile and say hello as if you had been waiting since early morning to greet them. Do it for a week and record comments, differences in attitude and changes in behaviour. Can your new behaviour become routine? What happens after a week when you don't stand at the door? Can you get the teachers in the next door classroom to do the same? How long does it take for the learners to notice that the change is replicated in other classrooms?

Recognition boards

The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. Target the recognition board at learning attitudes; choose a behaviour that will raise expectations, not something that they can already do.

1. Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
2. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct, a different response should be given.
3. Learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour.
4. Use it for reflection at the end of the lesson.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly, depending on the age of the children and context in which you are working.
7. Pupils are recognised for effort, not for achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
8. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.
9. Make sure that all pupils are equally likely to receive over and above: those who go over and above without any fuss.
10. All adults need to be seeking out behaviour that is over and above and recognising it.

Catching them being good is not enough. If you want to dramatically shift the standard of behaviour of your students then catch them when they are behaving over and above and mark it with positive recognition.

Deliberate botheredness

It is the small stuff, the daily acts of care, the perceptual generosity of spirit and the interest that you show in the children's lives that matter the most: *deliberate botheredness*. Positive rapport and great relationships cannot be fast tracked, little and often, slow and steady wins the race. Let children know you care in the most subtle and discreet ways possible.

Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship building done properly. Gentle, kind and caring. Simple acts of remembering. Being relentlessly bothered is the key to sustaining and maintaining positive rapport with our children. Like adults, children want to feel important. If that appreciation is not given for positive behaviour then you invite it to be through poor behaviour. Triangulate your botheredness with other colleagues, let them know when students go over and above. Encourage them to mention this to the student the next time they see them. Encourage the notion that students are discussed positively in the staffroom.

Encourage all adults, particularly those who are not teaching, to focus on making students feel important valued and like they belong. Introduce the idea of daily acts of botheredness that build into strong bonds of trust.

REWARDING GOOD BEHAVIOUR

*If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going **over and above** there is no limit to their excellent behaviour. Focusing on behaviour that is over and above creates an immediate shift in expectations.*

Children will be rewarded through:

- Verbal Praise
- Recognition Board
- Phonecall home
- Positive note / Postcards home
- **Green** Dojo (for promoting the school's values of **Respect**, **Enquiry**, **Appreciation**, **Citizenship** and **Honesty**)
- End of term certificates.
- Friendship Star

The positive note

The positive note from the class teacher to the child to take home is high level recognition. Perhaps just one child from the class will earn the note, and perhaps some weeks there will be no one. The positive note serves two functions. It is sincere recognition for those students who have gone over and above consistently in the last week or previous series of lessons, but it is also an excellent tactical move. The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience. You are paying large amounts of emotional currency into the bank. It is a moment that you may need to return to if their behaviour has taken a turn for the worse and you need to remind them of what kind of learner they really are.

Positive note from visitors

Given three positive notes; ask visitors to watch out for pupils whose behaviour is over and above. At the end of their visit they should hand in the completed notes to the office who can then report back.

MANAGING BELOW EXPECTED BEHAVIOUR

What works is the immediacy of the response not the weight of the sanction.

Below expected behaviour will be managed through:

- Microscripts – to remind children of expected behaviour in our school: Ready, Respectful, Safe
- Restorative conversation at break-time.
- Work to be completed at home.
- Telephone call home.

When children behave badly give them what they don't want: a calm, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has the most impact - when behaviour is over and above.

Microscripts: *Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and both get out with dignity.*

It should leave the child thinking about their actions and knowing that someone believes that they are better.

A pointy finger, looming presence or sarcastic tone will undermine the technique. Everything about your physical and tonal approach must scream, 'I haven't come here for an argument' Pull up a chair or get on your knees. Take away every nuance of irritation and every drop of anger which some children crave.

Performing the script well represents truly skilful behaviour and emotional management. It takes a great deal of self-control to stop your emotion creeping out. Reminding children of their good behaviour in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part too. Yet when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.

Teach the children the microscripts that you are going to use. They shouldn't be secret.

Stepped sanctions	Microscript
Reminder: of the behaviour expectation.	I noticed <i>you chose to</i> ...this is a reminder that we need to be 'Ready...Respectful...Safe'. Can you remember when I gave you a green dojo for/telephoned home about...and how that made you feel? I expect you to make a better choice...Thank you for listening.
Clear verbal caution: delivered privately – outlining the consequences if they continue, eg completing work at home, restorative conversation at break-time, telephone call home.	I have noticed you are not ready to do your work...this is another reminder that we need to be "Ready...Respectful...Safe', the consequences will be....Can you remember when I gave you a green dojo for/telephoned home about...and how that made you feel? I expect you to make a better choice...Thank you for listening.
Last chance: speak to the child privately and give them a final opportunity to engage.	I have noticed you are not ready to do your work... this is a final reminder that you need to be "Ready...Respectful...Safe', the consequences will be.... I expect you to make a better choice...Thank you for listening.

Useful additional stem sentences:

"If you choose to stay on task throughout this activity you can be certain that you will be rewarded. If you choose to not be ready to learn....you can be certain that there will be consequences which I will enforce."

What do you think the poor choices were that caught my attention?

What do you think you could do to avoid it happening again next lesson?

Buying yourself time to think through your response in high pressure situations:

I am going to come and speak to you later about what will happen next.

I am going to walk away to give you a chance to calm down.

I don't think I have enough information to make a decision right now.

Restorative Conversation: *A restorative conversation is more than a process or a set of questions.*

The behaviour of the adult lies at the heart of it all. Walking into a restorative meeting, or any meeting about behaviour with an adult, is a daunting prospect. The child is likely to be hyper vigilant, small things matter. Your body language, the setup of the room, your tone, inflection and attitude are all read carefully for signs of judgement or negative assumption. If you sit behind a desk taking notes, glasses on the end of your nose and with a frustrated air about you, then the restorative meeting is unlikely to be productive. Similarly you try too hard to be laid back it might come across as odd or too much of a sudden change in character. Office spaces are not ideal for open and honest reflections. Much better to walk or talk and engage in a collaborative activity to take the pressure off the conversation. Playing with Lego, scuffing leaves with your feet means that you don't just follow the questions interview style. Doing a jigsaw together, a bit of gardening or just stacking books can change the atmosphere.

Tips for holding restorative conversations:

- Don't sit behind a desk or on it.
- However irritated you were/are with the behaviour that provoked the meeting, try to focus on the outcome you want.
- Reserve enough time for the meeting, leave 15 min at least.
- 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.
- Have a glass of water ready for the pupil
- Leave the office/classroom door open while you have the meeting.
- Be really careful not to use judgmental language. It will taint the conversation and encourage a purely defensive reaction in the child.
- Resist any interruptions to the meeting with, "This is a really important meeting can I see you later"
- Don't nit-pick over uniform at the beginning of the meeting. It will simply reaffirm the hierarchy and set the meeting in the wrong direction.
- End the meeting well. Plan how you are going to bring things to a close.

Consequences*record on CPOMS	Restorative Conversation
<p>Restorative conversation at break-time. Work to be completed at home. Telephone call home.</p> <p>CPOMS / telephone call / work home: consistent text: I have followed the schools behaviour blueprint and reminded...of our school behaviour expectations. I also reminded them of the good choices they made when...despite explaining to them privately the consequences of their action choices they have continued to...therefore I have kept them in at playtime/lunchtime to discuss their behaviour / sending work home to complete...</p>	<p>Restorative Conversation Questions (record on CPOMS) What happened? What were you thinking at the time? How did this make people feel? How did it affect them? What should we do to put things right? How can we do things differently in the future?</p> <p>Work sent home A short pre-written note that can be stapled to the work with a space for a parent signature, a reminder of when it needs to be returned and an indication of what needs to be completed.</p>

Impositions: Work sent home

If a child needs to catch up or pay back time lost in learning, then a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening, countersigned by the parent and returned first thing in the morning. The parent is able to see that there are expectations which are not being met, the child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult. All that is needed is a short pre-written note that can be stapled to the work with space for a parent signature, a reminder of when it should be returned and an indication of the amount of work to be completed.

RECORDING BELOW EXPECTED BEHAVIOUR : *Be factual. Be concise. Write with 'the parent on your shoulder'.*

All incidents of below expected behaviour which have required managing with: Restorative conversation at break-time / Work to be completed at home / Telephone call home will be recorded on **CPOMS**.

The telephone call script / CPOMS text

"I have followed the school's behaviour blueprint and reminded...of our school behaviour expectations. I also reminded them of the good choices they made when...despite explaining to them privately the consequences of their action choices they have continued to...therefore I have kept them in at playtime/lunchtime to discuss their behaviour / sending work home to complete..."

OTHER

Seven shifts in adult behaviour that have the greatest impact.

- Deliberately noticing something new about each child.
- Focussing positive attention on effort, not achievement.
- Stopping yourself from telling the children how their negative behaviour makes you feel.
- Refusing to shout.
- Introducing more non-verbal cues.
- Focusing positive recognition on those going over and above.
- Ending the lesson with positive reflections every time.

Picking up your own tab: *My classroom, my responsibility, my consistency.*

Each time you let someone else pick up your tab you are undermining your relationship and your own authority. If a pupil is sent to a colleague, don't expect them to discuss the behaviour. Ask them to simply supervise the pupil until you have time to speak to them. If you need support from a colleague you want them to stand alongside you so that the child sees the united front.

Keystone classroom routines

Familiar and relentless routines are the cogs at the centre of classroom practice. Develop and refine your own repetitious routines. What will you always say? What order will you say it? How will you make it encouraging and affirmative? What will you use to punctuate the routine (e.g. gesture, positioning, vocal tone, music, props, technology)? How will you teach/reteach the routine to make sure it is productive? What will it look like when it works perfectly? What will the pupils be doing? What will you be doing?

Always ask the children to remind you of the routine before you ask them to enact it. Ask other adults (teaching assistants, cover supervisors, supply teachers, visiting teachers) to use the routine when they are working with the class. When you ask a recently qualified teacher to observe an experienced teacher, sit alongside them and help to pick apart the teacher routines that are almost hidden to the naked eye.

Ten ways to manage secondary behaviours

- Don't bite back with your words
- Refuse to chase secondary behaviours or engage in a power play.
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanours.
- Don't follow pupils when they walk away - unless there are safety concerns.
- Remember you are the adult, focus on the outcome you want, not the argument.
- Ask questions and try not to make accusations.
- Focus on what is happening next, you can focus on what just happened later.
- Whenever possible move the pupil to a safe space out of the view of peers and the pressure of an audience.
- Shift into listening mode. It is not a time for lengthy speeches.

Six ways to reroute a power play

- I understand that you are angry...
- I need you to so that we can...
- Maybe you are right, maybe I need to speak to them too...
- Be that as it may, I still need you to...
- I've often thought the same but...
- I hear you, but I need you to...

Recognising that when punishment doesn't work it's time to look elsewhere, not to punish more. When you are stumped by the behaviour, when you don't know what to do next, kindness is always the best response.

BEHAVIOUR BLUEPRINT

Visible consistencies

Meet and greet / End and send
Recognise over and above.
Relentlessly bothered

Behaviour Expectations

Ready
Respectful
Safe

Recognition

Verbal Praise
Recognition Board
Phonecall home
Postcards home
Green Dojo
End of term certificates

OUR VALUES

Respect. Enquiry. Appreciation. Citizenship. Honesty.

Stepped sanctions **Microscripts*

Reminder: behaviour expectation.

Clear verbal caution: outlining the consequences

Last chance: final opportunity to engage.

Consequences **Record on CPOMS*

Restorative conversation at break-time.

Work to be completed at home.

Telephone call home.