



BRICKFIELDS
Multi Academy Trust

The Brickfields Trust

Positive Behaviour Management Policy

Lawford Mead Primary & Nursery School

Certified as reviewed by the Local Governing Committee: Autumn 2023
Ratified by the Board of Trustees: December 2023

Next review date: Autumn 2024

*The Brickfields Multi Academy Trust is a company registered in England and Wales. Company Number:
10538130*

Positive Behaviour Management Policy

Relationship to other [policies](#) and documents

- Anti-bullying
- Attendance
- Child Protection & Safeguarding
- Equality Scheme
- Suspension and Exclusion
- Health, Safety & Well-being
- Special Educational Needs & Disability (SEND) and Inclusion
- SMSC

Vision

Lawford Mead Primary School works in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

Values

Passion for learning
Integrity in our actions
Respect for others
Aspiration for the future
Resilience when challenged

Aims

The aims of this policy are to:

- Create a calm, purposeful, safe and happy learning environment.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Foster positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline
- Work in partnership with parents / guardians in dealing with any behavioural issues.

Trauma Perceptive Practice

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of **Trauma Perceptive Practice (TPP)**, the Essex Approach to understanding behaviour and supporting emotional wellbeing:

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs that require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for all, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school

Responsibilities

Senior Leaderships should:

- Report regularly to the Local Governing Committee and Trust, providing an overview of behaviour at the school.
- Manage the reporting of incidents related to behaviour within school and analyse relevant data
- Implement strategies to improve and maintain positive behaviour within school and provide support for staff

All staff should:

- Model the school values to pupils and each other, treating all members of the school community with respect
- Follow the school systems and policies consistently.
- Focus on good behaviour and positive reinforcement to raise self-esteem, acknowledging and giving praise for good behaviour and achievements.
- Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has work appropriate to his/her level of ability.
- Work in partnership with parents in dealing with any behavioural issue.
- Work closely with Senior Leadership and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

Parents / Guardians should:

- Ensure their child attends school, arrives punctually and in appropriate uniform, notifying the school of reasons for absence.
- Support the school's policy and systems to promote high standards of behaviour at school and at home.
- Model the school values to all members of the community.

Pupils should:

- Demonstrate the school values.
- Follow class and school rules.
- Strive to manage their own behaviour, making appropriate choices. which allow children around them to learn in a calm, safe environment.

Incentives and Rewards

At Lawford Mead Primary School, we have a positive behaviour system that is rooted in our school values; passion, integrity, respect, aspiration and resilience. The language of these values informs the daily dialogue between pupils and staff. We work hard so that our pupils love our rewards system and respect the fairness and need for sanctions. We ensure they understand that learning in school is of the utmost importance and that good behaviour helps everyone learn.

Early years: 'Moving up'

In our Early Years classes we pride ourselves on outstanding behaviour and have clear expectations of the children. Outstanding behaviour leads to a safe and successful learning environment. 'Moving up' is a positive behaviour strategy used in Early Years. It is a whole class approach, that is visual and enables the children to understand the boundaries set in a fun and exciting way.

The moving up chart is displayed clearly in the classroom and consists of 5 different coloured stars. Each child has a peg with their name on it and at the beginning of everyday everybody starts on the red star ready to start their day.

- The first time we 'move up' is before play time. If all the children have met the behavioural expectations their peg gets moved up to the next coloured star (green).
- We then 'move up' again before lunch time. At this point they should be on the orange star.
- We 'move up' again at 2pm when the children's pegs should then be on the 'good day' star (purple).
- We move up to the final star at 2:45pm which is the big 'great day' yellow star at the top.

The children who have successfully got their pegs on the purple or the yellow star receive their 'moving up time' which is for 15 minutes at the end of everyday where they get to choose what they would like to do in the classroom. For example, dance, dressing up, playdough, making things or playing the toy cars. We ensure the children know all the adults are proud of them and they are proud of themselves for getting their 'moving up' time and making good choices.

Children who do not meet the behavioural expectations will firstly receive a warning and if their behaviour is unchanged, their peg will not move up to the next star. The children whose pegs are not on the purple or yellow star at the end of the day will not receive the privilege of 'moving up time' and they are given thinking time (to reflect on their behaviour) away from their peers in the class during this time.

At the end of every half term in the afternoon we have a 'moving up' party. This is a celebration of their behaviour and a reward for following the class expectations. We play party games, there are

prizes and we ask for a small donation of party food. This celebration allows the children to feel proud of themselves and their peers.

Those children who frequently have not 'moved up' daily to the purple or the yellow star will not be given the reward of joining in the party. These children have thinking time to consider how they can improve their behaviour to ensure they can come to the next party.

The moving up strategy is fun and rewarding and allows children to take ownership of their own behaviour and understand consequences. This strategy has a positive impact on children's behaviour at school and can also be used to support with behaviour at home when parents work in partnership with the teaching staff.

Key Stage 1 & 2

We use the 'Class Dojo' app and website, which allows children to earn 'Dojo points' for demonstrating our school values at any time during the school day. These points are collected throughout the week and children are rewarded with certificates when they reach set milestones. The points also contribute to school house team totals (Foxes, Squirrels, Badgers and Hedgehogs) and the winning team is announced in our weekly celebration assembly. Teachers also award whole class points, which are collected throughout the term and go towards an end of term class treat. For support with behaviour at home, we recommend parents consider Class Dojo as consistency between school and home can have a positive impact on children.

Other rewards include:

- Weekly Head of School awards
- Sports personality of the week award (showing school values in PE and sports)
- Writers of the week (showing school values in writing and English)
- Reader Leaders award (classes and individual children who are reading regularly at home)
- Other class awards include good manners, tidiness, punctuality and attendance.

Related rewards include trophies, certificates, stickers and bonus time on playground equipment.

Sanctions and Consequences

Children who demonstrate behaviour which creates a barrier to learning and is contrary to our values is managed by our sanctions system.

- 1) A positive 'We Statement' is first used to remind children of expectations and values. E.g. "*(Name of pupil), we take turns to talk and listen to each other at Lawford Mead, thank you.*"
- 2) Verbal warnings are initially given for negative behaviour and children are invited to engage with learning appropriately.
- 3) A 'yellow card' means behaviour has not improved and children require a 5 minute 'time out' within class.
- 4) A 2nd yellow card results in a 5 minute time out within another classroom. Children are asked to reflect on their choices and always warmly invited back into the learning if they show a change in attitude.
- 5) A red card requires involvement from the Senior Leadership Team and parents if behaviour continues or is of a more serious nature. It can lead to working in isolation from other pupils for at least the remainder of that lesson.

Serious or continued inappropriate behaviour

If problems persist, or for more serious incidents including those that involve bullying or abusive behaviour, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal suspension (can include cross-trust partner school placement)
- 2) Fixed term external suspension, followed by a reintegration 'Back to school meeting' with the child and parents/carers.
- 3) Pastoral Support Plan meeting or multi agency meeting
- 4) Positive Referral

As a last resort, if there is no improvement and other children are being put at risk on a daily basis:

- 5) Permanent exclusion

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system
- One to one sessions with our Family Liaison/Inclusion Co-ordinator
- Social skills groups – each year, children who have difficulties in behaving are invited to join a social skills group. This has a mixture of children who need support in improving their behaviour as well as positive role models
- Dina School (Y2/3/4) & whole class Dina sessions Y1
- Transition support for children in Year 6 before moving to secondary school includes therapeutic groups, Renew counselling, input from behaviour support and Kids Inspire
- Referral to outside agencies

Other services and strategies;

- Regular meetings with parents / guardians
- Emotional literacy lessons for KS1 classes and small groups in KS2.
- Outdoor Learning SEMH coaching provision for small groups
- SEND referral – One Plan formulated and strategies to support, which may include individual Consistent Behaviour Management Plans
- Referrals to other agencies including Family Solutions, inclusion partners and CAMHS (Child and Adolescent Mental Health Service)

Playtime and Lunchtime

At playtime and lunchtime, we make sure that there are plenty of engaging spaces and activities that children can enjoy, on their own or with friends. There is also a daily indoor lunch club supervised by members of the leadership and management team. Staff on duty wear hi-vis jackets so children can find them quickly and our play leader scheme allows older pupils to be role models and support the younger children with choosing and playing games. If a child's behaviour on the playground is inappropriate, and cannot be managed by the staff on duty, a member of Senior Leadership is involved. As a consequence, the child may be kept inside for *at least one*

break or lunchtime. If children repeatedly find being outside at break or lunch difficult, a timetable is created to support them socially. We do not tolerate children hurting others and if this happens, we may keep the child inside for longer periods. If this problem continues, we may request that the parent collect the child for lunch for a period of time, bringing them back to school for afternoon registration.

Conduct outside the school gates

The following is taken from **Behaviour in schools - Advice for Headteachers and school staff (DfE September 2022)**

92. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

93. Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils (see paragraphs 124 – 126 on suspected criminal behaviour). Schools should collaborate with local authorities to promote good behaviour on school transport.

94. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- *when taking part in any school-organised or school-related activity;*
- *when travelling to or from school;*
- *when wearing school uniform;*
- *when in some other way identifiable as a pupil at the school;*
- *that could have repercussions for the orderly running of the school;*
- *that poses a threat to another pupil; or*
- *that could adversely affect the reputation of the school.*

95. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Monitoring and review

The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Local Governing Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Head of School also keeps a record of any child who is suspended for a fixed-term or who is permanently excluded. This data is presented in the Head of School's Report to the Local Governing Committee (LGC) on a termly basis. The LGC will monitor the rate of suspensions/exclusions noted in the termly report to ensure that the school policy is administered fairly and consistently.

The school keeps detailed records concerning incidents of inappropriate behaviour. All staff are responsible for recording incidents that occur during the school day. The Inclusion Team and Senior Leadership Team analyse this data to identify patterns of behaviour and implement intervention swiftly. The school council also monitors behaviour and the behaviour systems using pupil voice surveys and report to fellow pupils in assembly and to governors.

This policy will be formally reviewed every year. In the event of new guidance being made available, this review date will be moved forward.

Designated Members of Staff – Trust CEO and Head of School

