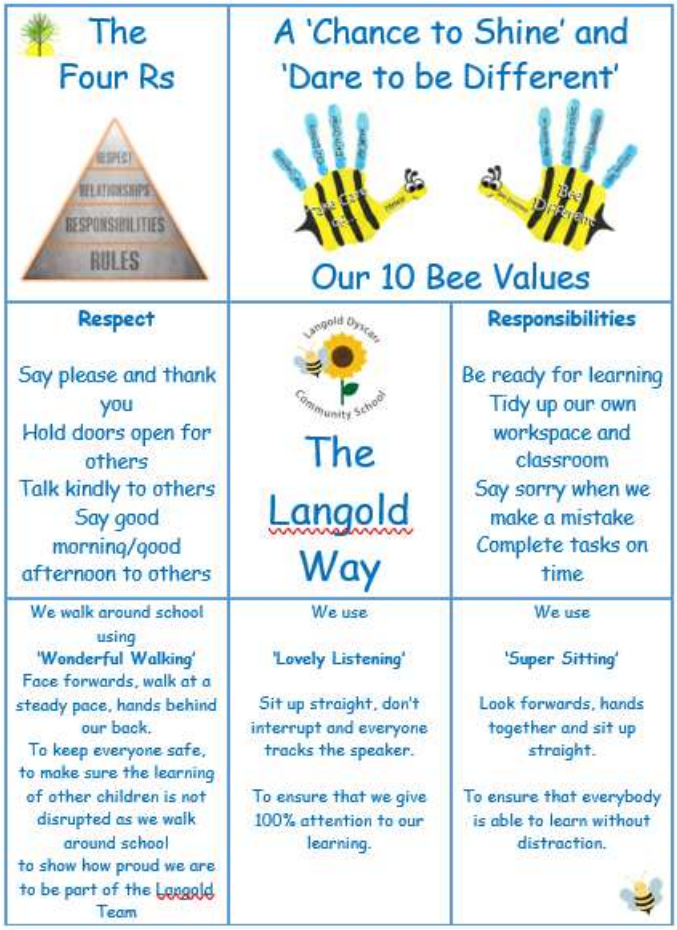
Behaviour Policy- Part Two

Positive behaviour management

The Langold Way on a Page

These posters are displayed around school to remind our pupils of the school expectations.



Bee and Take Care Hands

Each finger of the hand represents one of our school's core values. The children work hard throughout the year in order to achieve each of the values on the hand; when they do achieve one, they are given a Bee Reward card.

Bee Reward Cards

Bee reward cards are given out by the class teacher when a child achieves one of the school's values. Once they have been given a reward then they can choose a prize from the prize cabinet. The prize cabinet has five tiers. A child can bank their prizes so that next time they receive a reward, they can choose from tier two or they can continue to bank them

and eventually choose from tier five where the prizes are of a much higher value. The school office keeps a record of all bee reward cards given out.

House Points

Each child is part of one of the teams: Earth (green), Fire (red), Wind (yellow) and Water (blue). Children are given tokens for good work or behaviour in class and around school. They put the coloured token in their class jar. At the end of each week, the Leadership Team count up the tokens and put them in the whole school tokens collection box to see the progress over a half term. The winning team at the end of every half term receive a class treat e.g. extra playtime, film afternoon etc.

Integrity Awards- 'Doing the right thing even when you think no one is watching'
Children can be given integrity awards by any other member of staff in school or person within the local community. When the child receives an award, it is logged in the school office and those children receive recognition in a special assembly.

Headteacher Awards

Children can be given headteacher awards when they have gone above and beyond in any aspect of school life. When they are given one, it is logged in the school office and those children also receive recognition in assembly.

Wonderful Walking, Lovely Listening, Super Sitting

All children are taught the phrases: wonderful walking (walking with hands behind back), lovely listening and super sitting. They are praised when they are spotted doing those things which then encourages those who aren't to join in.

Recognition board

Each class has a recognition board with the wording: Bee Recognised. Every week a new learning behaviour is added to the board and the children must spot each other doing that behaviour. Their names are then written up on the board.

Each Amazing Breath - Take 5

We are a 'Take 5' school which means members of staff have been trained to deliver the Take 5 breathing programme. Each class takes part in breathing at least once every day in order to support their mental well-being.

PIP

We praise our children in public as public praise tends to lend more weight to the praise, and it encourages others to emulate whatever was great.

Managing challenging behaviour

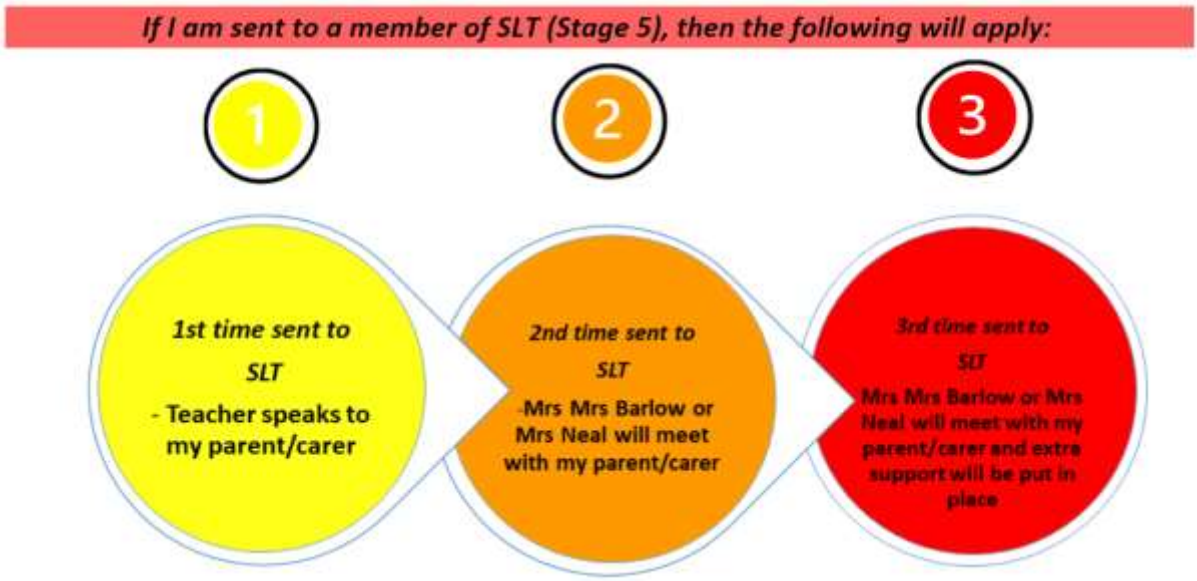
At times, pupils need further support in order maintain positive behaviour both in and out of the classroom.

RIP

As public criticism tends to trigger a defensive reaction and make it much harder for a person to accept they've made a mistake and to learn from it, we reprimand our pupils in private, away from other pupils and use calm voices.

Consequences

The Langold Way Flow Chart



How we actively support pupils with Special Education Needs and Disabilities (SEND)

We actively support all pupils, including those with SEND, in achieving their best personal outcomes - academically, socially and personally. Children with SEND may be more vulnerable for a number of reasons – this could be socially, emotionally or academically, and may need additional support or alternative provision in order to manage their learning, communication, interaction and behaviour. Behaviour is a means of communication and all behaviour has a purpose. Behaviour that changes may signal a need to support. Our staff will support pupils in developing alternative ways of expressing themselves in more appropriate ways. They will consider the needs of each individual pupil and staff within Phase Teams, or with SENCo team members and will discuss suitable adaptations with the headteacher and as appropriate with the Trust. Staff will identify strategies and practices which promote a positive culture and positive behaviour. A combination of information gathered from CPOMs, pupil passports, behaviour management plans, parent, pupil and staff discussions will try to identify why individual children with SEND may behave in ways that pose a risk. We will aim to understand the factors which underlie or influence the behaviours seen, identify and recognise early warning signs, and suggest strategies and skills to manage difficult situations competently and sensitively.

Arrangements made will identify particular risks for certain pupils (through an Individual Risk Assessment if necessary) and steps will be taken to manage these risks. Decision making and arrangements should involve school, pupils and parents. Adaptations are recorded for these specific pupils are recorded on the individual's behaviour plans; these are updated and shared at least annually. These documents also record specific diagnosis, what is important to the pupil and how best to support them. Adaptations to behaviour policy may include, but are not limited to:

- Pupil centred planning to engage pupils in learning and reduce negative behaviours.
- Additional rewards tailored to individual's needs and interests, for example cubes or marbles in a jar towards a particular game.

- Use of a quiet space for calming down.
- Use of de-escalation strategies, such as neutral body language, calm voice, sideways eye contact, offering time limited or unlimited choices for behaviour.
- Changes to environments such as classrooms or TA rooms (low arousal working areas, use of workstations to promote calm behaviour in class).
- Deployment of staff to support at identified times and places
- Nurture activities.
- Social activities such as a Circle of Friends, supported pair/group social skills.

All staff access periodic training on behaviour management and positive strategies to use with pupils. Advice can also be sought from other teachers, the SENCo team, SLT, recent research, or the Primary Bassetlaw Behaviour Partnership. Identified staff at school are trained in coping with risky behaviours. This training focuses on safe, reasonable and proportionate measures applied with the minimum of force necessary and for no longer than necessary.

Legal Duties and Relevant Guidance

Reducing the Need for Restraint and Restrictive Intervention Dept. of Health Nov 2017

Human Rights Act 1998 Equality Act 2010

Mental Capacity Act 2005

Mental Health Act 1983 NICE Guidelines

Section 18 of the Education and Inspections Act 2006 (reasonable force)

Children and Families Act 2014 (Individual Healthcare plans for medication of pupils with ADHD) and Supporting Pupils at school with medical conditions Dec 2015 This document supports the School Behaviour Policy and the SEN