

# Barnburgh Primary Academy



## BEHAVIOUR POLICY

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# Contents

Contents .....	2
SUPPORTING THE POLICY .....	3
WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES.....	4
BEHAVIOUR POLICY INTRODUCTION .....	5
RATIONALE .....	5
AIMS .....	6
POLICY INTO PRACTICE.....	8
PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM.....	10
PROMOTING A POSITIVE ATTITUDE TO LEARNING IN THE CLASSROOM .....	11
PROMOTING A POSITIVE BEHAVIOUR AT PLAYTIME AND LUNCHTIMES.....	12
REWARDS .....	12
CONSEQUENCES.....	13
POSITIVE HANDLING.....	13
INCLUSION.....	14
INCLUSION.....	14
HOME SCHOOL AGREEMENT .....	15
DONCASTER CROSS PHASE BEHAVIOUR THRESHOLDS .....	16
STATEMENT OF BEHAVIOUR & POSITIVE HANDLING SIGNIFICANT INCIDENT RECORD.....	22

## SUPPORTING THE POLICY

'You cannot solve the problem with the same kind of thinking that has created the problem'.  
Albert Einstein

'Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending.'  
Anon

'A kind answer soothes angry feelings, but harsh words stir them up.'  
Proverbs 15:1

'I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised'.

(Elton Report: Discipline in Schools)

## WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

This is a statement of principles, not practice.

At Barnburgh Primary Academy we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We value everyone as an individual. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness, tolerance and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

### **PRINCIPLES:**

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Barnburgh Primary Academy is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- Children are at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school.
- Barnburgh Primary Academy will promote a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Consequences for unacceptable behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- We feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.

## BEHAVIOUR POLICY INTRODUCTION

We recognise that the development of good pupil behaviour depends on a number of inter-linked factors. Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors which influence this development. It is the responsibility of all school staff to work actively on all of these key factors, in classrooms and in shared and public areas of the school as a whole. Everyone in school is encouraged to implement school rules fairly and consistently. We will regularly praise our pupils and catch them making good choices. From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society. Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

In conjunction with children's rights we discuss responsibilities. The two are inseparable. We focus upon enabling children to make positive choices, developing good citizenship skills and a sense of belonging and place.

### **We believe the key factors contributing towards good pupil behaviour include:**

1. Effective, respectful relationships between all stakeholders where all adults always treat children with respect, dignity and understanding at all times including when responding to negative behaviours from children.
2. High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
3. An environment where social, emotional and academic learning is recognised and planned for
4. Strong, consistent routines that are shared with children;
5. A fair and consistently applied strategy for responding to inappropriate behaviour;
6. The active involvement of pupils in supporting the school with this policy;
7. A calm, purposeful, positive ethos in school and in every classroom;
8. A sense of community and partnership involving all stakeholders, including the children, where all are treated with respect and dignity;
9. A physical environment that is uncluttered, clean and stimulating with high quality displays that celebrate all pupils' achievement;
10. All staff to promote 'positive play' when on duty at break times and dinner times
11. The provision of opportunities for children to develop social skills and to respond positively to each other, for example, through 'Circle Time', interaction with visitors to the school and educational visits;
12. School staff being thoroughly informed about pupils, both academically, socially and emotionally;
13. Regular opportunities for discussions between staff about the difficult feelings and behaviour that children bring with them to school and how staff respond to effectively support them.

## RATIONALE

We believe that good behaviour and discipline are:

- essential for successful teaching and learning
- essential in enabling school to function as an orderly community
- essential for independent learning and enquiry
- essential in enabling everyone to feel happy, safe, secure and valued

## AIMS

We aim to keep Barnburgh Primary Academy a safe and happy place where children can learn and play without feeling afraid or worried. We are concerned with helping children to develop:

- socially acceptable attitudes with a focus on British Values
- self-regulation and emotional literacy
- self-discipline
- respect for others
- self confidence
- an acceptance of responsibility for their own actions

## WE ARE COMMITTED TO PROMOTING AND CULTIVATING OUR CORE VALUES

<b>Perseverance:</b>	to never give up
<b>Courage:</b>	to take risks in our learning
<b>Independence:</b>	to think for ourselves
<b>Respect:</b>	to think and act in a positive way towards everyone and everything
<b>Ambition:</b>	to aim high

As a member of Leger Education Trust, we promote our Core Values as the skills our children need to apply to ASPIRE to achieve 'truly great' things.

It is essential that all adults take primary responsibility for being proactive in developing and embedding relationships throughout school that are respectful, positive and empowering. The foundations of good behaviour are based on the positive reinforcement of good behaviour and a clear understanding of social and emotional development in children.

Everybody in the school must commit themselves to making any changes necessary to practices, policies and premises to ensure high standards of behaviour. Acceptable standards of behaviour and work depend on the example of each person's insistence on high expectations and a zero-tolerance of actions which are unacceptable. All adults in the school are role models. It is vital that the children see everyone in school acting in accordance with the principles of this policy.

### **In order to promote positive behaviour, staff will:**

- Provide regular positive feedback to children and always encourage them.
- recognise and encourage choices of good behaviour
- clearly define the limits of acceptable and unacceptable behaviour
- teach all rules and then reinforce them. Children can only really choose to do the right thing if it has been made absolutely clear and consistent about what we expect
- reject the child's behaviour, not the child themselves
- reward children for choosing good behaviour which may include Housepoints, ASPIRE Awards, stickers etc
- recognise when children are not regulated and therefore cannot control their behaviours; these children will need to be co-regulated.
- support children through social and emotional interventions and recognise their value in supporting a child to behave appropriately.
- Arrive in the classroom before the class
- Greet the class with positivity and a smile and begin on time
- Be prepared for all lessons
- Ensure appropriate pace in the lesson
- Make sure every child is learning and interested and re-shape lessons when this does not happen
- Extend and motivate all children

- Differentiate lessons to suit the needs of all learners.
- Support children in developing their social and emotional skills
- treat each child fairly and reinforce the core values and school rules consistently.
- treat all children with respect and dignity.
- record incidents of inappropriate and positive behaviour on CPOMs
- Seek advice and support from our inclusion team when a child continues to display unacceptable behaviours
- Have high expectations
- Insist on a clean and tidy classroom and school
- Report damage immediately
- Enforce the school's policies
- Accept that ALL staff have an equal shared responsibility to respond to incidents of negative behaviour.

### **In dealing with problems staff will:**

- consider whether a child is regulated and able to take part in a conversation
- ensure that the child feels safe
- address the problem calmly and respectfully
- use strategies to diffuse a situation such as 'planned ignore', 'change of face', 'humour' etc. This list is not exhaustive.
- avoid confrontation
- listen
- apply restorative practice
- Take time to establish all facts
- Use sanctions sparingly and appropriately and fairly
- Act consistently
- Know their children well
- Record all incidents of poor behavior on CPOMs and share with parents or carers
- Apply the rules of the school
  - **We will think and act in a positive way towards ourselves and others.**
  - **We will take risks when we are learning and stand up for what is right.**
  - **We will follow instructions the first time they are given.**
  - **We will treat our school environment and the property of others with respect.**
  - **We will persevere and give our best effort in all that we do.**

### **Staff will not:**

- Shout
- Use sarcasm
- Humiliate
- Over-react
- Punish disproportionately
- Use blanket punishments
- Use 'work' as a consequence for unacceptable behaviour (except where a pupil has not completed a task set in class as a result of defiance). **Children should never be asked to read as a consequence for poor choices**
- Deny access to aspects of the curriculum as a consequence for poor choices
- Speak about any child in a disrespectful manner


**In the first week of each autumn term all children will be taught the system of rewards and consequences. They must understand the following points:**

- A reward is given as a result of good behaviour, effort and achievement
- There is a hierarchical system of consequences, but it can be bypassed for very serious misbehaviour
- Consequences are not punishments – they are as a result of inappropriate, unacceptable behaviour
- the responsibility is on the children to choose to behave properly
- Every session is a fresh start except in the case of a serious breach of the school rules when a consequence for unacceptable behaviour may extend across a session.
- Every day is a new day.

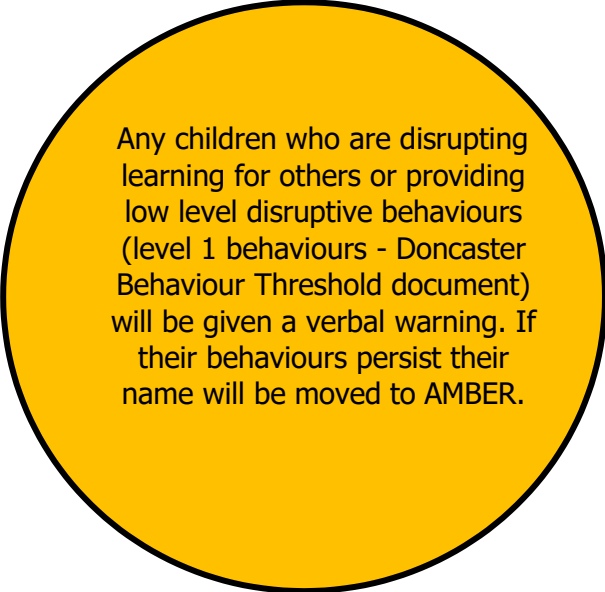
**At Barnburgh Primary Academy we use a Traffic Light system to promote positive behaviour.**

- Parents do not need to be informed if a child moves to RED in one session on one day.
- If a child moves to red for a second session in a day, the Deputy Head, Assistant Head or Inclusion Leader should be informed and will have a discussion with the child. The intervention will be recorded on CPOMs. The class teacher may inform parents if this happens.
- If a child moves to red for a third time in one day, the Headteacher will be informed. The Headteacher will have a conversation with the child. The consequences will be to the headteacher's discretion but may result in the headteacher observing the child in class, isolating the child from class or issuing a Statement of Behaviour. The headteacher will record the actions taken in the behaviour file. The headteacher will speak to the parents or carers with the class teacher. This will all be recorded on CPOMs.
- A child may be asked to complete any work missed as a consequence of negative behaviour at home. In these instances, a phone call to parents must be made by the class teacher.
- Where a child is asked to miss all of their playtime, they must be provided with an opportunity to go to the toilet, have some water and access fresh air before they return to class.

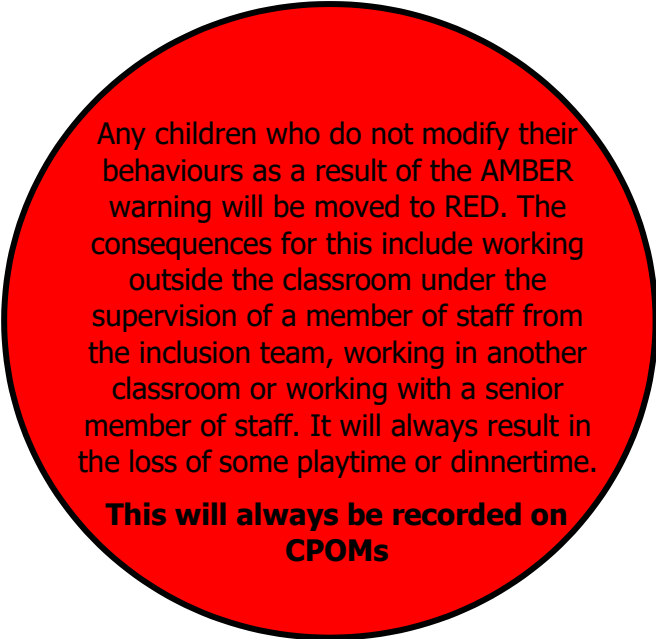




All children's names are displayed on GREEN at the start of every day and every new session



Any children who are disrupting learning for others or providing low level disruptive behaviours (level 1 behaviours - Doncaster Behaviour Threshold document) will be given a verbal warning. If their behaviours persist their name will be moved to AMBER.



Any children who do not modify their behaviours as a result of the AMBER warning will be moved to RED. The consequences for this include working outside the classroom under the supervision of a member of staff from the inclusion team, working in another classroom or working with a senior member of staff. It will always result in the loss of some playtime or dinnertime.

**This will always be recorded on CPOMs**

## PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

General classroom rules are those rules that are in place all day long throughout all activities. They are important because they let pupils know what basic behavioural expectations are asked of them. Staff discuss and negotiate class rules with pupils at the start of the school year so that children are aware of the expectations of them. Class rules should be prominently displayed and be revisited regularly to keep them relevant and used to maximum effect. This is important as there will be subtle but significant changes each year as pupils progress through the school. Rules must be worded positively to emphasise good behaviour and focus on behaviour that is observable to avoid ambiguity. For example: 'Keep hands and feet to yourself', as opposed to: 'Be kind to others'. Vaguely stated expectations may mean one thing to one child and an entirely different thing to another.

There are a variety of ways in which good behaviour can be recognised and rewarded in the classroom.

- Verbal praise and encouragement
- Visit to another member of staff
- Notes home through use of email
- Conversation with parent/carer at the end of the day
- Recognition in assembly
- Housepoints
- Stickers

# PROMOTING A POSITIVE ATTITUDE TO LEARNING IN THE CLASSROOM

Our platform for promoting a positive attitude to learning is James Nottingham's Learning Pit.

Our staff will always use the phrase Learning Pit or Learning Challenge with the children.

If children are talking about the feelings of confusion or frustration they sometimes feel when learning something new, then our staff will use the term, the Learning Pit. Whereas, if children are referring to a lesson design that guides them from surface knowledge through the Learning Pit to deeper understanding, then staff will use the term The Learning Challenge.

We teach the children at Barnburgh Primary School that it is ok to make mistakes and we encourage self-awareness of learning challenge and the learning pit. We acknowledge the following reasons why children should find themselves in the learning pit:

**Circumstantially** – they find themselves in the Learning Pit because what they are attempting is problematic or confusing in some way

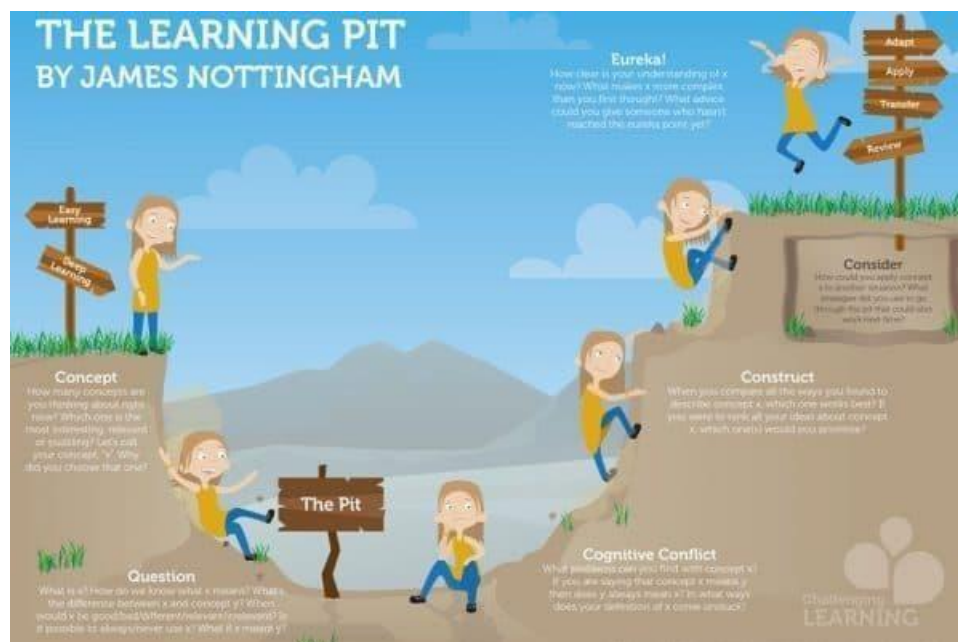
**Deliberately** – they are encouraged, ordinarily by their teacher, into the Learning Pit to give them more opportunity to develop problem-solving habits and skills

**Willingly** – they choose to be in the Learning Pit because they know that is where they learn most.

Benefits for staff of using the Learning Pit include:

- Knowing how, when and why to challenge children appropriately so that they are better able to move from surface knowledge to deep understanding.
- Building the social & emotional learning of children by giving them the opportunity to collaborate with each other in a caring, collaborative and thoughtful way.
- Teaching children skills of reasoning, inference, connection and pattern recognition.
- Placing concepts at the heart of learning design so that children are afforded more opportunity to build a holistic understanding of the world.
- Creating a learning culture that combines intellectual risk-taking with psychological safety so that all children make excellent progress socially as well as academically.

**WE BELIEVE THAT THIS APPROACH TO LEARNING IS A MAJOR CONTRIBUTING FACTOR TO POSITIVE BEHAVIOUR IN OUR SCHOOL.**



## PROMOTING A POSITIVE BEHAVIOUR AT PLAYTIME AND LUNCHTIMES

Staff who are on duty at playtimes and lunchtimes have a responsibility to observe children playing and intervene at the earliest opportunity to avoid a situation escalating. Staff on duty will take a restorative approach to solving situations on the playground that may lead to an incident of unacceptable behaviour. Members of staff on duty at playtimes and lunchtimes should promote positive play by

- instigating games with children
- teaching children new games using the playground markings or equipment
- joining in with games when requested by the children
- refereeing games to ensure fair play

Members of staff on duty should report any outstanding incident of positive behaviour on the playground to the pupil's class teacher so they can receive further praise.

## REWARDS

Barnburgh Primary Academy has a clear progressive list of positive rewards which operates throughout the school and is clearly understood by pupils:

- Specific praise will be given regularly to all pupils.
- Housepoints will be awarded and recorded on a class chart
- A Housepoint certificate will be awarded in assembly when a child has collected 50, 100, 150, 200 housepoints.
- Housepoints will contribute to a whole school House system. Extra playtime can be awarded at the end of each half term to the House with the most Housepoints.
- A trophy is awarded to the House winners at the end of the year.
- In instances of exceptional positive behaviour a headteacher's commendation may be awarded.
- Staff may choose to award stickers in addition to housepoints which children may wear on their uniform. In line with our safeguarding policy, staff will not place stickers directly onto children's uniforms. Stickers will be handed to children to place on their own uniform.
- Each week the class teacher will nominate one pupil from their class who has made an exceptional effort in displaying one or more of the academy's Core Values. The pupil will be awarded a certificate in the ASPIRE assembly which takes place once a week. Parents and carers are invited to the assembly.

**Rewards must not be removed once given.**

## CONSEQUENCES

Children can choose to behave in accordance with accepted standards or they can choose to behave in an unacceptable manner. They must be taught that they make the choice and that there are consequences for unacceptable behaviour. There will be occasions when a pupil's behaviour is considered to be unacceptable and there will be a need for an agreed system of negative consequences or sanctions.

It is essential that teachers and parents communicate at the earliest possible stage when there is an ongoing concern over a child's behaviour or when there is a single serious incident. Consequences for unacceptable behaviour progress as following:

- Name moved through Traffic Light system
- Removal of privilege as determined by teacher (not missing an area of curriculum or being asked to read)
- Child sent to another class, Phase Leader, Assistant Headteacher, Deputy Headteacher or Inclusion Leader and the incident to be recorded on CPOMs.
- Discussion with senior staff to consider further strategies
- If class-action strategies fail to work in modifying behaviour, observations of class practice will take place by the inclusion team to determine if there are external factors to explain the unacceptable behaviours. Further strategies might be put in place.
- As a last resort a child may be placed on a Behaviour Plan. This will be personalised with short term SMART targets and will be written with the pupil and parents / carers. This will be led by the inclusion team or a senior member of staff. It will be a clear timeline for improvement and dates will be set to review progress.
- Pupils who behave unacceptably towards others in the school community may be excluded for a fixed period (see attached DfE 'Exclusion from Maintained School', September 2012)
- Pupils who continually disrupt the learning of others, or commit a serious offence, may be permanently excluded from the school. (See attached DfE 'Exclusion from Maintained School', September 2012)
- All incidents and meeting outcomes to be recorded on CPOMS

### CONSEQUENCES AT BREAKTIMES AND LUNCHTIMES

Where a member of staff observes a child playing inappropriately and breaking school rules, they will:

- Give one verbal warning
- If the unacceptable behaviour continues the child will stand with an adult for reflection. The adult will support the child to regulate them self, for up to 5 minutes in KS1 and up to 10 minutes in KS2.
- Restorative practice should be followed once the child is fully regulated.
- The class teacher will be informed if the incident is repeated but only for the purpose of sharing information. It is the member of staff on duty who has the responsibility to respond to the unacceptable behaviour incident.
- In the case of a more serious incident that cannot be responded to sufficiently by the above, then the child should be escorted inside to seek a senior member of staff.

## POSITIVE HANDLING

Positive handling is a holistic approach and involves diversion, diffusion and de-escalation. However, restraint may also be used in a minority of cases where the best interests of the child or adult are at risk. In all situations, physical restraint would be a last resort to ensure the safety of all involved. Restraint would be proportionate and reasonable. The school will inform parents, either orally or in writing, of an incident when restraint has been used on their child. These incidents will always be recorded on CPOMs. The Headteacher or senior teacher, to whom the incident is reported, will decide on the seriousness of an incident and whether the parent should be informed straight away, or at the end of the school day.

## INCLUSION

Each child and each incident is unique. Poor behaviour can be linked to several triggers which may occur within school or outside of school. Such triggers can include

- boredom
- feeling unfairly treated
- low self-esteem
- an individual fear
- an inability to cope
- feeling "picked on", bullied or discriminated against
- being judged
- feeling helpless
- lack of structure
- misunderstandings
- miscommunication

Repeated poor behaviour can be recognised as a symptom of an unmet learning or mental health need which may present itself in a range of forms – but importantly, it is indicative that something is wrong. Furthermore, we recognise our legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging unacceptable behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children will be drawn to the attention of the SENDCo and will have a personalised plan to support them with their behaviours which will be reviewed regularly.

At Barnburgh Primary Academy we prioritise relationships and knowing our pupils, their families and their social circumstances so that support and guidance can be developed to suit the individual circumstances. As a result, our Behaviour Policy allows flexibility to respond to the individual needs of all our children depending on their circumstances. Children who present particularly challenging behaviours for a sustained period of time will be supported through a rich variety of interventions provided by our inclusion team. All staff will model empathy, forgiveness, respect understanding and supportive relationships.

## INCLUSION

This policy will be evaluated by the staff and Senior Leadership of the school annually.

The following documents link to this policy and can be found below:

- Home / School Agreement
- Doncaster Behaviour Thresholds
- Statement of Behaviour
- Positive Handling Significant Incident Record
- Anti-bullying policy

## HOME SCHOOL AGREEMENT

The Home School Agreement is very valuable as a point of reference whenever discussing a pupil's behaviour. The Home School Agreement is displayed on our academy website and the aims are promoted by staff to remind children of their responsibilities. Parents and carers are informed if their child regularly fails to complete home learning, wear appropriate uniform or bring PE kit.

### THE PUPIL

As a pupil I will:

- think and act in a positive way towards myself and others.
- take risks when I am learning.
- stand up for what I know is right.
- follow instructions the first time they are given.
- treat my school environment and the property of others with respect.
- persevere and give my best effort in all that I do.
- be as independent as I can be
- walk inside the building
- be friendly and helpful
- keep my hands and feet to myself
- cooperate with my teachers
- listen carefully
- tell a grown up if I am upset or unhappy

### THE PARENTS / CARERS

As a parent/carer we will:

- value our child's education
- ensure that our child arrives at school on time,
  - Doors open: 08:20
  - Registration times: 08:30
- ensure our child is appropriately dressed in school uniform including no jewellery, nail varnish and wearing black shoes or trainers.
- make sure our child attends school regularly and any absence is explained by telephone or note on the first day of absence.
- Attend open evenings to discuss our child's progress.
- communicate with school regarding any matters which may affect our child's education or welfare.
- encourage good behaviour, politeness and respect for others and their property.

### THE SCHOOL

As a school we will:

- deliver a broad and balanced curriculum which is enjoyable and meaningful
- value each child as an individual and foster independence
- encourage all children to take care of their surroundings and others around them.
- inform parents/carers of their child's progress at regular meetings.
- recognise success and achievement.
- set appropriate homework.
- promote kindness, good manners and respect for other people and other cultures.
- provide a safe, caring and well-ordered environment.
- develop children's independence and self-esteem by giving increased responsibility for his/her own learning and behaviour
- involve parents/carers through both curriculum and community activities and so raise awareness of what is happening in school

## DONCASTER CROSS PHASE BEHAVIOUR THRESHOLDS

It is not expected that all children and young people will automatically have the basic social, emotional and learning skills they need to succeed. We understand that context plays a key role in behaviour and that the duty of all settings is to provide a learning environment designed to promote positive behaviour and relationships. Key aspects that need to be in place are: an effective whole school policy for behaviour and inclusion, reviewed and shared with all stakeholders, consistently applied and rigorously monitored; a restorative ethos; a creative and engaging curriculum and learning opportunities, and planned opportunities for all pupils to learn and develop social and emotional skills.

Level 1 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include:</p> <ul style="list-style-type: none"> <li>• Difficulty in following whole class instructions</li> <li>• Occasional refusal to follow reasonable requests</li> <li>• Poor concentration</li> <li>• Difficulties working in groups, sharing and taking turns</li> <li>• Some signs of disruptive behaviour</li> <li>• Possible developmental delay</li> <li>• Possible signs of stress or anxiety</li> </ul> <p>Underdeveloped social skills may create difficulties in getting along with others</p> <ul style="list-style-type: none"> <li>• Some difficulties forming positive relationships with peers and/ or some teachers</li> <li>• Possibly isolated or withdrawn</li> <li>• Bully or victim role</li> <li>• Low attendance</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of normal school and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations</li> <li>• Pupil self assessment –pupil friendly SMART targets set for behaviour/social skills</li> <li>• Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers</li> <li>• Risk assessments of difficult times of the school day</li> <li>• Progress should be a measured change in their behaviour and learning following each review cycle</li> <li>• Recognition of learning styles and motivational levers</li> <li>• PASS profile or other attitudinal assessment</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Individualised programme of support related to assessments implemented. Key worker identified</li> <li>• Parents involved regularly and support targets at home</li> <li>• Pupils involved in setting and monitoring their targets</li> <li>• Pupils response to social/ learning environment informs cycle of IEP/PEP/PSP</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream class with attention paid to organisation and pupil groupings</li> <li>• Opportunities for small group work on identified need e.g. listening/thinking/social skills.</li> <li>• Time limited mainstream classroom programme of support, which relates to assessments</li> <li>• Small group work to learn appropriate behaviours and for associated learning difficulties</li> <li>• Individual programme based on specific need</li> <li>• A quiet area in the classroom may be useful for individual work</li> <li>• Create opportunities to work with positive role models</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher and resources usually available in the classroom.</li> <li>• Support/advice from SENCO /inclusion manager with assessment and planning</li> <li>• Additional adults routinely used to support flexible groupings, differentiation and some 1:1</li> <li>• Close monitoring to identify “hotspots”</li> <li>• Support for times identified by risk assessments</li> <li>• Close liaison and common approach with parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• In class differentiation of the curriculum and supporting materials enabling full access to the curriculum</li> <li>• Strategies developed shared with school staff, parent/carer</li> <li>• Increased differentiation by presentation and/or outcome</li> <li>• Simplify level, pace, amount of teacher talk/ instructions</li> <li>• Increased emphasis on identifying and teaching to preferred learning style</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation</li> <li>• Some use of specific group or 1:1 programmes</li> <li>• Preparation for any change and the need for clear routines.</li> </ul>	<p>The use of positive targeted strategies that might include</p> <ul style="list-style-type: none"> <li>• Further learning assessments and support if necessary eg Nurture Group/LSU/ Learning Mentor Programmes</li> <li>• P scales PSD targets</li> <li>• ABC charts</li> <li>• Pupil profile</li> <li>• Observation schedules</li> <li>• Reward systems involving regular monitoring and support</li> <li>• Monitoring diaries</li> <li>• Use of behaviour targets within the classroom/playground, prompt cards</li> <li>• Visual systems/timetables</li> <li>• Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution</li> <li>• Short-term individual support</li> <li>• Support that uses solution focused/motivational approaches</li> <li>• Circle of friends</li> <li>• Access to additional circle time activities</li> <li>• Access to ICT and specialist equipment</li> <li>• At least 2 of the above</li> <li>• Impact of support on learning/behaviour outcomes monitored and reported</li> <li>• IDP BESD</li> </ul>



Level 2 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>BESD continues to impact on progress (social and learning) and the gap between attainment and expected progress has widened across a number of lessons or situations in school.</p> <ul style="list-style-type: none"> <li>Continued difficulties following routines</li> <li>Emerging patterns of reluctance to following reasonable instructions</li> <li>Little regard for school rewards and consequences</li> <li>Risk of fixed term exclusion</li> </ul> <p>Continued difficulties with social interaction with adults and peers may include:</p> <ul style="list-style-type: none"> <li>Some patterns of stress/anxiety in specific situations</li> <li>Possible signs of self harm</li> <li>Isolated/withdrawn</li> <li>Unpredictability, inconsistency</li> <li>Sexualised language</li> <li>Increased frequency or severity of aggressive or confrontational behaviour</li> <li>Increased absence/lateness</li> <li>Reported anti-social behaviour in the community</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Level 1 plus more detailed and targeted observation ie interval sampling</li> <li>Use and analysis of assessment tools</li> <li>Assessment related to intervention strategy</li> <li>Pupil self assessment extended to inform IEP/IBP</li> <li>More detailed recording, monitoring of frequency, intensity</li> <li>Wider assessments for learning/other SEN</li> <li>Determine engagement of necessary education/ non-education support services possibly leading to CAF or review of the PEP</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable</li> <li>Additional steps taken to engage pupil and parents as appropriate</li> <li>Identifying non educational input</li> <li>Requires effective communication systems enabling all involved to provide consistent support</li> <li>CAF processes determine holistic support plan</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the provision at level 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets</li> <li>Mainstream class with regular targeted small group support</li> <li>Time-limited programmes of small group work based on identified need</li> <li>On going opportunities for 1:1 support focused on specific IEP targets</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice and support from SENCO and/or designated teacher</li> <li>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis</li> <li>May include withdrawal</li> <li>Additional daily support provided within school to support learning and behaviour</li> <li>Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs/PEP/ PSP</li> <li>Encouragement and inclusion in extra curricular activities</li> <li>Identification of 'key worker' with clear specification of role</li> </ul>	<ul style="list-style-type: none"> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Plan opportunities for skill reinforcement/revision/transfer and generalisation</li> <li>Individual targets within group programmes and/or 1:1</li> <li>Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom</li> <li>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles</li> <li>Short term individual support focusing on listening, concentration, social skills, solution focused approaches</li> <li>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution</li> <li>Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age,</li> <li>play, creative activities, drama</li> <li>At least 2 of the above</li> </ul>	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> <li>Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes</li> <li>P scales</li> <li>Pupil profile</li> <li>Observation schedules</li> <li>Enhanced report cards and reward systems involving regular monitoring and support</li> <li>Monitoring diaries</li> <li>Use of behaviour targets within the classroom/playground, prompt cards</li> <li>Visual systems or timetables</li> <li>Regular small group work/concentration skills/ social skills/listening skills/conflict resolution</li> <li>Short – term individual support</li> <li>Support that use solution focused/restorative/motivational approaches</li> <li>Circle of friends</li> <li>Access to additional circle time activities</li> <li>Access to ICT and specialist equipment</li> <li>Individual SEBD programme</li> <li>Enhanced teaching within small group circle time, conflict resolution, emotional literacy, solution focussed approaches</li> <li>Up to 3 of the above</li> <li>Personalised provision map provides single reference of additional support</li> <li>ARC or Learning Centre same day support line accessed</li> <li>IDP BESD</li> </ul>

Level 3 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Significant and persistent social, emotional and behavioural difficulties.</p> <p>No significant or sustained improvement of target behaviours.</p> <ul style="list-style-type: none"> <li>Persistent non-compliance</li> <li>Learning of self and others significantly interrupted by withdrawn or disruptive behaviours</li> <li>Risk of repeated fixed term exclusion*</li> </ul> <p>Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include:</p> <ul style="list-style-type: none"> <li>Inappropriate language/communication (inability to adapt to context)</li> <li>Inappropriate and/or risk taking behaviours</li> <li>Possible sexualised behaviour towards others</li> <li>Instances of aggressive/violent behaviour increase in frequency and severity</li> <li>Deteriorating attendance</li> </ul> <p>*For a Child In Care provision from Day 1 of an exclusion must be in place</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Level 2 plus more systematic application of assessment tools</li> <li>Involvement of education and non-education professionals as appropriate through CAF processes</li> <li>Robust review of CAF outcomes</li> <li>Review of measurable progress against targets in IEP/PEP/PSP</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific</li> <li>More frequent involvement of parent/carer to engage pupil</li> <li>Access to additional resources are accurately accounted for</li> <li>Prevention placement managed through joint school/ARC/PRU support programme</li> <li>Preventative placements co-ordinated by Primary Inclusion Panels and Secondary Learning Centre Management Group Panels?</li> <li>CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks</li> <li>Frequent opportunities for small group work based on identified need</li> <li>Daily opportunities for 1:1 support focused on specific SEBD/learning targets</li> <li>ARC / Learning Centre outreach offers intensive individual and small group support and staff training</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>Daily access to staff in school with experience of BESD, eg behaviour support worker, lead behaviour professional, SENCO</li> <li>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks</li> <li>Increased access to a combination of individual, small group and whole class activities</li> <li>Outreach support and advice</li> <li>Staff training in restorative approaches</li> </ul>	<ul style="list-style-type: none"> <li>Teaching focuses on both curriculum and SEBD outcomes throughout the school day</li> <li>Tasks and presentation personalised to pupil's needs.</li> <li>Individualised level/pace/ amount of teacher talk</li> <li>Learning style determines teaching methods</li> <li>1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>Small steps targets within group programmes and/or 1:1 work tasks</li> <li>Targets are monitored with the pupil daily targets</li> <li>Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements and interventions</li> </ul>	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> <li>Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes</li> <li>P scales PSD targets</li> <li>Pupil profile</li> <li>Programmes</li> <li>Observation schedules</li> <li>Reward systems involving regular monitoring and support</li> <li>Monitoring diaries</li> <li>Use of behaviour targets within the classroom/playground, prompt cards</li> <li>Visual systems/timetables</li> <li>Regular small group work/concentration skills/social skills/listening skills/conflict resolution, SEAL</li> <li>Short-term individual support</li> <li>Support that use solution focused/restorative/motivational approaches</li> <li>Circle of friends</li> <li>Access to additional circle time activities</li> <li>Access to ICT and specialist equipment</li> <li>Individual SEBD programme</li> <li>Up to 5 of the above</li> <li>All additional resources referenced in a personalised provision map</li> <li>Implementation of ARC/Learning Centre intervention</li> </ul>

Level 4 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Severe and persistent BESD. Complex social and emotional needs.</p> <ul style="list-style-type: none"> <li>Persistent leading and instigating of disruptive behaviours.</li> <li>Behavioural incidents and fixed term exclusions increasing.</li> <li>Sustained non-engagement in school life e.g. persistent absence/truancy</li> <li>Risk of permanent exclusion</li> </ul> <p>Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers</p> <ul style="list-style-type: none"> <li>Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g. <ul style="list-style-type: none"> <li>use of weapons to harm or threaten</li> <li>Violence</li> <li>Self harm</li> </ul> </li> <li>Severe and sustained bullying</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Level 3 with increased involvement of a range of professionals</li> <li>Prevention assessment period at PRU where appropriate</li> <li>CAF processes define nature and extent of support needs</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>IEP or PSP detailing provision and strategies with appropriate short term targets</li> <li>Planning meetings include parents and multi-agency where appropriate</li> <li>ARC/Learning Centre placements managed through partnership working and a decision from panel</li> <li>CAF processes determine contribution of Children's Services</li> </ul>	<ul style="list-style-type: none"> <li>Pupil taught for a significant amount of the time in small groups outside of the mainstream curriculum</li> <li>Some opportunities for mainstream but these are limited.</li> </ul> <p>One or more of the following will have been tried:</p> <ul style="list-style-type: none"> <li>Opportunities for student to engage in alternative provisions for part of the week</li> <li>Managed move where appropriate</li> <li>ARC/Learning Centre placements</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Pupil is supported in most or all of those lessons that they do attend</li> <li>Daily access to staff with experience and training in meeting the needs of students with BESD</li> <li>Increased access to specialised BESD provisions such as ARC / Learning Centre placements</li> <li>Managed move may have been tried</li> </ul>	<ul style="list-style-type: none"> <li>Some aspects of the curriculum may be taught out of mainstream in either small groups or 1:1</li> <li>Pupil's curriculum is personalised and pupil may be dis-applied from some aspects of the national curriculum</li> <li>Activities focus on key skills and Social, Emotional, Behaviour al outcomes throughout the school day.- SEAL skills embedded in curriculum</li> <li>Balance shifts to most lessons accessed with some support</li> </ul>	<ul style="list-style-type: none"> <li>Targeted intervention employing a range of strategies</li> <li>Individual Social, Emotional, Behaviour skills programme</li> <li>1:1 and small group teaching</li> <li>Alternative provision appropriate to need</li> <li>All additional resources and exceptional arrangements are referenced in a personalised provision map, necessary evidence for requesting statutory assessment</li> <li>ARC/Learning Centre or PRU placement following decision by inclusion/management group panel</li> </ul>

Level 5 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Deterioration in BESD.</p> <p>Non-engagement in learning opportunities</p> <ul style="list-style-type: none"> <li>Inability or complete refusal to follow school routines and instructions</li> <li>Non-engagement with school rewards and consequences</li> <li>Inability to sustain positive relationships with adults and/or peers</li> <li>Mainstream setting has a detrimental effect on health and well-being</li> <li>High risk of permanent exclusion</li> <li>Requires access to specialist provision for BESD/SEN</li> </ul> <p>*For a Child In Care provision from Day 1 of an exclusion must be in place</p>	<ul style="list-style-type: none"> <li>Referral to Inclusion Panel <ul style="list-style-type: none"> <li>prior co-ordination of ARC/Learning Centre placement</li> <li>request for Statutory Assessment</li> </ul> </li> </ul> <p>Pupil has been assessed as not appropriate for mainstream following discussion by Inclusion Panel and as a result of one of more of the following;</p> <ul style="list-style-type: none"> <li>At risk of more than one permanent exclusion for persistent, disruptive behaviour despite implementation of strategies outlined at Level 4</li> <li>Assessed as inappropriate for mainstream following assessment at ARC/LC</li> <li>SEN Statutory Assessment determines future placement</li> </ul>	<ul style="list-style-type: none"> <li>Pupil is on roll at a PRU (The Cusworth Centre, Gateway, Springboard) or appropriate special school</li> </ul>	<ul style="list-style-type: none"> <li>Pupil requires an alternative to mainstream education</li> <li>Learning experiences and support address significant social, emotional and behavioural needs/learning needs.</li> </ul>	<p>Personalised to the specific needs of the pupil</p> <ul style="list-style-type: none"> <li>Advice available from relevant specialist services</li> <li>Placed in PRU or special school</li> <li>Out of Area in <b>exceptional</b> circumstances</li> </ul>

**BARNBURGH PRIMARY ACADEMY**  
**STATEMENT OF BEHAVIOUR**



Name:

Date:

**I have broken the following rule(s) today:**

- Υ We will think and act in a positive way towards ourselves and others.
- Υ We will show courage and stand up for what is right.
- Υ We will follow instructions the first time they are given.
- Υ We will treat our school environment and the property of others with respect.
- Υ We will persevere and give our best effort in all that we do.

**Doncaster Behaviour Threshold Level:**

**I have received this Statement of Behaviour because...**

**Signed:** (Pupil)

**Signed:** (School)

**Signed:** (Parent)



# BARNBURGH PRIMARY ACADEMY

1. **POSITIVE HANDLING SIGNIFICANT INCIDENT RECORD**
2. **to be attached to CPOMs**

<b>Name of pupil:</b>				<b>Date of incident:</b>			
<b>Location of incident:</b>							
<b>Names of staff using restraint or restriction:</b>				<b>Names of staff present:</b>			
<b>Details of the incident including what led to restraint or physical support:</b>							
<b>De-escalation strategies that were used where possible before physical intervention</b>							
Help script used		Verbal advice support		Give a count		Planned ignoring	
Chill out time offered		Distraction/Diversion		Clear directions		Contingent touch	
Given space		Reassure/success reminder		Limited choices		Praise partial compliance	
Talk calmly		Humour		Other staff intervene		Repeat request	
Calm stance		Swap Adult		Patience		Remove stimulus	
<b>Description of any injuries:</b>							
<b>Were any external agencies informed? If so, include details of conversation:</b>							
<b>Details of other supporting documents relevant to this incident:</b>							
<b>How effective was the intervention?</b>							
<b>How was the incident resolved and what were the consequences?</b>							
<b>How was the intervention in the best interests of the child?</b>							
<b>Are there any risk assessment implications following this incident?</b>							

**Voice of the child:**

**Voice of the parents / carers:**

Parent's signature and date:

Headteacher's signature and date:

Child's signature and date:

Other adult's signatures and dates:

