

Our Positive Behaviour Approach

At Yeoford Primary Schools, we want our children to become resilient, positive, articulate young people who are able to make well informed life choices. We believe our positive behaviour approach will support children to be happy, behave well and learn effectively in school

The School Rules

We have three simple school rules. In the classroom and assemblies we regularly discuss the rules and ensure all children know them and more importantly know what they mean.

The rules are:

- **Be friendly and respectful.**
- **Take care of everyone and everything.**
- **Always try our best.**

When a child misbehaves, we often ask them to reflect on the school rules and identify which rule they have broken. We then discuss ways to avoid this happening again.

Rewards

We always try and promote the positive and good behaviour of all the children. Each class will have its own reward system that is shared with the children in that class. Teacher's may choose to use stickers, star pupils, marbles in the jar etc. Each week the schools have a celebration assembly to celebrate House Points and certificates.

Helping children to behave well

We support our children to behave well by offering:

- Consistent classroom routines, approaches and boundaries
- Positive relationships
- Ensuring our support is age appropriate
- Praise and encouragement
- Fostering of self-esteem
- Teaching the skills of conflict resolution and group work
- High quality teaching – challenging and engaging learning activities
- Appropriate and relevant learning opportunities
- Quality and access to learning environment
- Access to water and fresh air
- Giving short breaks in lessons for “brain gym” where appropriate

ADDITIONAL COVID 19 MEASURES

Currently the children are being asked to follow a series of procedures required to meet the needs of the Covid 19 guidance. This includes using one way systems, staying in bubbles, washing and sanitising hands regularly. We acknowledge that for many children this adds additional stresses and challenges and may affect their behaviour. If a child will not follow the Covid 19 rules parents will be informed. For some children additional risk assessments may need to be put in place.

Stages of behaviour intervention

1. Reminder about expected behaviour: Approach any inappropriate behaviour with a request to stop and a brief explanation of why that request was made. For example: *"Derek, could you please stop kicking the chair in front of you because it is making it difficult for everyone to concentrate?"*
2. Warning: Any repetition of the same or similar behaviour will result in a warning, *"Sorry Jack, but I'm giving you a warning because you haven't stopped kicking the back of the chair."*
3. Consequence: After not responding positively to the warning he/she has been given, the child may be told to sit out for some time of the lesson or play time. During this time, the class teacher will talk to the child about making the right choices about his/her behaviour in the future.
4. If the behaviour continues the child is taken to see the Senior teacher or Academy Head. The child's parents will be contacted to express concern and look for ways that parents can support the school and child with the behaviour. At this stage key adults may work with the child on a Positive Behaviour System (PBS) to support the identification of triggers and support regulation.
5. If there is no noticeable improvement in behaviour following the initial contact with parents. The Academy Head (AH) will then write to the parents inviting them to a formal meeting to discuss their child's behaviour and will write an Individual Behaviour Plan. This meeting will be with the AH, class teacher, parents and, if appropriate, the pupil. The school may seek support at this point from the Inclusion Hub or Behaviour Support Team.
6. If there is no improvement in behaviour, then a fixed-term exclusion may be made. This is a serious step and one that will only be made if every effort has been made to support the child in changing his/her behaviour.
7. If on return from a fixed-term exclusion, there is no significant improvement and the behaviour continues to disrupt other pupils' learning or compromises safety, then application for a managed move or permanent exclusion may be made.
8. Teachers (in consultation with the Senior Teacher or AH) may move to a higher stage in the warning sequence when dealing with **severe and dangerous behaviour**. At this stage, a co-regulation plan and/or a risk assessment may be created if appropriate.

Some examples of severe and dangerous behaviour include:

- Refusing a reasonable request from any adult
- Rudeness to an adult
- Fighting/hurting other children or adults
- Swearing
- Vandalism
- Leaving the premises without permission
- Stealing
- Possession of harmful or unsafe substances or items