



Blewbury School's Behaviour Framework

*'Encouraging a strong learning environment
through positive behavior.'*

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The following system has been developed in order to encourage a strong learning environment through positive behaviour.

At Blewbury school it is recognised that everyone (staff, pupils, parents) create their own learning opportunities through making mistakes.

This is a whole school community journey and we recognise that without a consistent approach it will not work.

Our framework is based on:

- noticing the positive and giving positive strokes. (see appendix 1)
- classes and groups forming contracts about how they agree to work together. (see appendix 2)
- regularly using a range of PSHE and 'Learning 2 Learn' materials to ensure children and adults have strategies for coping with their feelings/emotions. (see appendix 3)
- dealing positively with any unwanted behaviours (See appendix 4)
- on going training and support for staff and children.

POSITIVE STROKES/REWARDS

'Present behaviour represents the very best choice available to that person'

'Every behaviour has a positive intent'

A key area of our behaviour framework is that we recognise how important it is to give positive feedback. We aim to have a ratio of 8 positive comments to every 1 negative in order to have a healthy, positive atmosphere within school where children and staff feel safe to make mistakes.

<p>Positive for being</p> <p>Appreciating someone for just being them.</p> 	<p>Positive for doing</p> <p>'I really like what you have done.' 'I appreciate it when you...'</p> 
<p>Negative for being</p> <p>'I don't like you!'</p>  <p>This is never used in school!</p>	<p>Negative for doing</p> <p>'I don't like it when you...'</p> 

We give positive strokes freely.

Stroke diet

People have recognition hunger (they will look for the diet of strokes they are used to receiving) and will look to satisfy this through both positive and negative strokes. People will intensify their behaviors' in order to achieve their known diet.

Rewards

At Blewbury School we want rewards to be genuine rewards not incentives.

We will always give feedback (positive strokes) when we notice someone working and behaving in the way we have agreed to. This could be a verbal comment, thumbs up, smile, feedback to parents etc.

During celebration assembly on Friday certificates can be given to children/classes/groups. Any member of staff can give a certificate for good behaviour/achievements. The children do not need to earn points to get these they are given freely as a way of celebrating good behaviour and achievements.

CLASS CONTRACTS

At the beginning of each year every class will create a class contract.

The contract discussion will take place with all members of the class (including, where appropriate, regular supply teachers/volunteers).

The discussions are on going and the initial contract may take several sessions to finalise depending on the age of the children.

The discussion will cover aspects such as:

What are we here for?

How are we going to work together?

What do we need in order to get the best out of us? What may get in the way of us achieving our goals?

How will we deal with things that go wrong?

How will we give feedback/ideas to improve etc.?

How important it is to follow the class contract where ever we are in school or when we are representing the school off site.

How will we review the contract?

Once the contract has been finalised it will be typed up and **all** members of the class (including adults) will sign the contract and display a copy within the classroom. A copy will also be sent home.

The contract will be referred to regularly and used as a way of giving positive strokes.

Each contract will end with a statement such as :

'We know that sometimes we will get things wrong. When this happens, we will talk about it so that we can learn from it.'

It will also include non-negotiables such as; violent behaviour, hurtful behaviour and bullying behaviours are not tolerated within this school/classroom and if a member of the team is displaying these then parents will be involved.

It will also include what the consequences for breaking the contract will be.

Each class contract will be worded and created in an appropriate way for the age of the children.

- **EVERYONE** is expected to fully follow the agreed contract within their class.
- This contract applies where ever they are in school and whenever they are representing the school off site e.g. on trips, events etc

We will always inform parents if their child is finding it difficult to follow their class contract.

Teaching behaviour

At Blewbury School we understand how important it is to teach behaviour to children. In order to support this we use the SEAL framework and Learning 2 Learn materials.

The SEAL curriculum is a spiral curriculum that revisits each theme and associated skills. It aims to teach a range of personal and interpersonal skills. Some of the skills that are explicitly targeted through SEAL are:

- To be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

Other strategies/resources we use to support our teaching of behaviour are:

- peaceful problem solving techniques
- assertiveness skills for children
- managing state techniques
- buddy systems between year groups
- peer mediators
- learning to learn skills-reflective, responsible, resilient, resourceful and reasoning

We regularly use staff meetings for training and supervision.

Caught behaviour/ Modelling behavior

At Blewbury School we recognise that behaviour is both 'taught' and 'caught', therefore each and every member of the school community acts as a good role model and behaves appropriately.

We recognise that the behaviour we model to the children is crucial if they are to behave well and reach their potential both academically and socially.

Therefore, we as the adults within Blewbury School, demonstrate the positive attitudes, values and behaviour which we expect of the children.

For example: we actively listen in assemblies; we wear appropriate clothing for the activities we are teaching; we clear away after ourselves; we are on time; we organise our work areas/ classrooms so equipment is accessible and appropriate; we value every member of the team and support each other, even when we have a difference of opinion; we value children's work and display it appropriately; we give children regular and appropriate feedback; we ensure all children can access the work we provide; we actively engage with children when on duty or moving around the school; we praise each other

Dealing with unwanted behaviours

There are certain behaviours that we will not tolerate within school and they will always result in a meeting between staff and parents.

However, at Blewbury we will deal with any unwanted behaviour in a positive way. This allows the person displaying unwanted behaviours to learn and move forward.

Each situation is different and needs to be dealt with appropriately for the age and stage of the child. The following is a set of guidelines and questions to keep the situation as positive as possible for all involved.

Low level disruptive behaviour

We ignore any behaviour that can be ignored and focus on giving positive feedback wherever possible.

'What you pay attention to is what you get more of.'

If it cannot be ignored...

- We remind the person of the contract and why it was agreed.
- We state what we would like them to do instead using a calm tone.
- We walk away and allow the person space to make the right decision. Trusting that they will!
- We praise them for following the contract once again.

If the low level behaviour continues...

- 1) We remind them again about what behaviour we would like to see and the positive impact changing their behaviour will have for themselves and their team. We always use a calm tone, and again we allow them the space to make the right decision.

We know there is always a reason for unwanted behaviours...

- Are they struggling with the work?
- Having friendship problems?
- Family problems?
- Wanting attention?
- Are they frightened?
- Sat in the wrong group?
- Unable to access the work?

We try to find any triggers for the behaviour.

- 2) We remind them again of the agreed expectation and the impact of their chosen behaviour. However, this time we make it clear that if the behaviour doesn't change then it will result in a conversation at a more appropriate time e.g. break or lunch.

If appropriate, we will ask the group/class to explain how the behaviour is affecting them.

Discussions will use the peaceful problem solving format (see appendix 5) and a target will be set to aid resolution. This needs to be appropriate to the age, stage and behaviour.

Consequences, appropriate to the behavior will be given. This could include:

A relection sheet

Written letter of apology

Completing work at home or during part of their lunchtime

Significantly changing their behaviour during the next session

If the low level behaviour still continues...

- 1) We will arrange a meeting between parents and child/ren to discuss what is happening and how school and home can work in partnership to prevent ongoing behaviour problems.

(A record of this conversation should be logged and handed to a member of SLT for monitoring)

- 2) If there is no improvement a more formal meeting will be arranged with class teacher and parents and, if appropriate, a member of SLT

Dealing with aggressive and/or high level disruptive behaviours

As a school we will not tolerate any physical violence or hurtful behaviour towards pupils or members of staff. We are a team and everyone in the school team is expected to treat others with respect.

When no-one is in immediate danger

- We give the people involved time to cool off before attempting to discuss the situation.
- We clearly state that we are going to help them resolve the issue once everyone has had an opportunity to calm down and leave them to do so.
- Once all people concerned are calm enough to discuss the incident a discussion takes place following the peaceful problem solving format (appendix 5)
- It may be appropriate to discuss the outcome of the discussion with the rest of the class/group referring back to the class contract as a learning opportunity.
- The outcome of the discussion will be shared with parents.

If someone is in danger:

- We calmly ask the nearest child or adult to inform one of the SLT.
- We will ask the rest of the class or group to move away from the situation.
- If necessary, a child may be held/restrained by a trained member of staff, using 'Team Teach' techniques. Restraint will be used when it is in the best interests of the child e.g. they are in immediate danger of hurting themselves or others. If restraint is used it must be recorded in the bound and numbered book.
- Once the danger has passed follow the **peaceful problem solving guidance (appendix 5)**
- Parents will be informed

If the disruptive and /or high level behavior continues:

We know there is always a reason for unwanted behaviours

- Are they struggling with the work?
- Having friendship problems?
- Family problems?
- Wanting attention?
- Are they frightened?
- Sat in the wrong group?

We try to find any triggers for the behaviour.

- We discuss the behaviour with the person/group when they are calm.
- We explain the impact the behaviour is having on others and the benefits of changing the behaviour.
- If appropriate we will ask the class to explain how the behaviour is affecting them.

If the disruptive and/or high level behaviour still continues:

We will arrange a meeting between parents and child/ren to discuss what is happening and how school and home can work in partnership to prevent ongoing behaviour problems.

If restraint has had to be used, we will complete a risk assessment and share with all necessary staff.

If necessary, an appropriate member of SLT will help to set up an individual Behaviour Plan

In more extreme cases a PSP (Pastoral Support Plan) may need to be instigated.

If at any point when dealing with behaviour and you feel the situation heightening or you feel yourself becoming angry it is appropriate to take time out. If the person involved is becoming angry it is appropriate to offer them time out.

We are a supportive staff.

We will always help deal with issues if asked to do so.

If we notice a situation not being dealt with according to our framework we will offer support and it will be taken (This is because we know everybody makes mistakes and that is ok)