



Birley Spa Primary Academy Behaviour Policy

Agreed: October 2021
Review September 2022

Rationale

At Birley Spa Primary Academy, there is a shared understanding that all behaviour is communication. It is our role to provide the absolute best opportunities, which facilitate an environment where children are engaged and motivated in their learning and therefore demonstrate positive learning behaviours. Children learn best when there is the correct climate for learning. We expect our children to have excellent conduct behaviour and demonstrate positive behaviours for learning. These include:

- Always being ready to learn.
- Being resilient
- Persevere
- Rising to the challenge
- Not being afraid to make mistakes and learn from them. We do our deepest learning when we learn from a mistake
- Encouraging each other to try our best

Aims

At our school we aim to:

- Provide an environment that enables the effective learning of both pupils and the staff.
- Ensure all members of the school community are able to reach their full potential
- Embed the ethos of learning being a lifelong skill and journey that can be deepened and built upon at any time
- Promote a climate of mutual respect for others and the school community as a whole
- Ensure that all members of the community have a clear understanding of what is expected of them

Implementation

As a school, our learning behaviours underpin the work we do in every area. These core behaviours are:

- Creativity: Perceiving the world in new ways and making connections. Being able to generate solutions.
- Resilience: Being able to recover from difficulties and challenges. Seeing mistakes as the first steps to new learning.
- Endeavour: Striving to achieve the best and valuing the achievements of others.
- Aspiration: Having high expectations and working hard to achieve the best.
- Teamwork: Working collaboratively and encouraging other members of the school community to be the best version of themselves.
- Empathy and tolerance: Being open minded to opinions and beliefs that may differ to our own. Being patient, understanding and accepting of difference.

Positive Recognition and Rewards at Birley Spa Primary Academy

Positive recognition builds the intrinsic motivation to continue to improve and move forward. It also enables the following:

- The developing self-motivation of knowing that the correct choices have been made.
- Enabling adults to focus upon children who are behaving well and are setting the expectations.
- Encourages all children to behave well.
- Increases and supports self esteem
- Reduces confrontation and low levels of disruption to learning.
- Creates a calm and positive learning environment for children and adults

Rewards at Birley Spa Primary Academy

There are a range of rewards across the whole school that contribute towards our ethos of collaboration and perseverance. Some rewards are for collective good behaviour whilst others highlight individuals who are doing the right things. They include:

- A collective system within each class for living out our Core Values (A pom pom in a jar for when a teacher sees children demonstrating both good conduct behaviour and learning behaviour.) Pom poms are awarded by Senior Leaders/Class Teachers and/or TAs for quality work (in relation to each individual), commendable effort and conduct (in relation to our Core Values) in the classroom. For exceptional ‘one off’ behaviour/excellent home learning etc – up to 2 pom poms can be awarded. When a class achieves the target number of pom poms (which is 50 per class) then they have a class reward.
- On top of our comprehensive enrichment programme, rewards when classes reach 50 pom poms include:
 - Further ‘themed’ afternoon e.g. art afternoon/ sport afternoon/ IT afternoon (linked to current topic)
 - New resources (bought for the class) to the value of £25
 - Further ‘creative’ afternoon e.g. baking/cooking etc
 - Additional visit (within the local community) to further enhance learning
- Opportunities for recognition in “Star of the week” Assembly
- Positive updates sent home via Showbie Pro Plus platform
- Phone Calls home to share positive news

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change their behaviour within an identified framework.

This may be approached in a slightly different way in Shirebrook (Integrated Resource) as the needs of the children may be so that it is not an appropriate tool. Furthermore, for certain children in some mainstream classes, a card can be presented (to the class teacher) if they need to have 5 minutes (in the child’s safe space) to regulate behaviour.

Birley Spa uses logical consequences (stages) as the system for dealing with poor behaviour. This is to ensure that the children are given adequate opportunities to reflect on their behaviour and be able to make changes.

Stage 1

If a child misbehaves s/he will be given a 'Verbal warning'. This gives the child the chance to stop the inappropriate behaviour, using the language of choice. (This works best in a quiet manner so as not to highlight negative behaviour).

Stage 2

If this behaviour continues, a 'Final warning' will be given and the member of staff will encourage the child to think about their behaviour/remind the child about the right choice needed.

Stage 3

If the child continues to display inappropriate behaviour, the child will lose up to ten minutes of their break time and spend the time talking with the class teacher/Phase Leader about making the right choice. (Children have the opportunity to earn time back minute-by-minute by making the right choice).

Stage 4

If the child continues to display inappropriate behaviour, they will then be given a 'Time Out' and spend 30 minutes (11:45 – 12:15 for KS1 and Y6) (12:00-12:30 for Y3, Y4 and Y5) with the designated member of SLT at lunch time.

Please see Time Out procedure below:

First occasion: Discussion about behaviour (what went wrong, what should happen next time).

Second occasion: Discussion about behaviour followed by written reflection activity. Parents receive a text message.

Third occasion: Interim Assistant Head to be informed of the fact that the child has received a third time out this half term. Child's parents to be contacted by SLT to inform them of their child's behaviour.

Fourth occasion: Child referred to Interim Head Of School and meeting set up between SLT, Class teacher and Parents. Child will be given a Report Card which is monitored by SLT.

Fifth occasion: (As above) Depending on the reasons for the time out consider use of outside agencies, staffing within school to put action in place so that child is not consistently receiving time outs.

3 times in time out (Half term) - no class reward (when 50 pom poms have been reached).

4+ times in time out (Half term) - no enrichment after school clubs for the half term

6+ for the term – no residential visits (Y5/Y6).

Time Out Rota:

Monday: Mr Hogben

Tuesday: Mr Smith between 11:45-12:00 and Mr Walsh (12:00-12:30)

Wednesday: Mr Smith

Thursday: Mr Smith

Friday: Mr Smith

Stage 5

If the child continues to display inappropriate behaviour, the child will be sent to the Interim Assistant Head Of School (CH) or Interim Head Of School (SS) to discuss their behaviour and complete a reflective exercise (in addition to receiving a Time Out).

Stage 6

If a child gets to Stage 6, they will be sent to the Interim Head Of School (SS) (in addition to receiving a Time Out). A phone call will be made home and parents will be informed of the child's behaviour. The child will be given a report card for an agreed period of time (which will be completed every lesson and signed by a member of SLT at the end of every day).

A record will be kept whenever a child gets to Stage 4, 5 or 6 (and receives a Time Out) in the academy Behaviour folder (which will be kept in the Interim Head Of School's office).

For incidents of serious misconduct, children will automatically get a 'Time out', move to Stage 5 or Stage 6 and immediately referred to either the Interim Assistant Head Of School (CH) or Interim Head Of School (SS). These include: physically abusing another pupil by kicking, hitting etc including fighting during the lesson. Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts will also be dealt with by the Interim Assistant Head Of School (CH), Interim Head Of School (SS) or Executive Headteacher (MP).

There is always the focus upon each child having a fresh start each day.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Executive Headteacher (MP), Interim Head Of School (SS) or Interim Assistant Head Of School (CH) and inform the SENDCo. Following consultation with the appropriate staff and parents a plan of support will be agreed, or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

In other circumstances where all other stages have been exhausted it may be necessary to implement an Acceptable Behaviour Contract. This is drawn up with the Executive Headteacher, Interim Head Of School, parents and the child. It will be based on creating opportunities for the child to demonstrate the correct behaviour.

Referrals to the Primary Inclusion Panel may also be considered as a preventative measure to deescalate situations before they lead to fixed term exclusions.

A Family Common Assessment Framework (FCAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan.

The Zones of Regulation

At Birley Spa, we have incorporated the Zones of Regulation framework and curriculum (Kuypers, 2011). This framework teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.

The Zones of Regulation curriculum incorporates Social Thinking® (www.socialthinking.com) concepts and numerous printable visuals to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.

The four zones: Our feelings and states determine our zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or

re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

Emotion coaching

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

Routes to Inclusion (R2i)

Routes to Inclusion (R2i) has been developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs. It provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support.

At Birley Spa, we use Routes to Inclusion which draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be assessed in a timely and appropriate way.

Executive function and self-regulation skills

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many

aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritise tasks, set and achieve goals, and control impulses.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. They also enable positive behaviour and allow us to make healthy choices for ourselves and our families.

Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control. These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.

At Birley Spa, we aim to support all children in the successful application of executive function skills. Each type of executive function skill draws on elements of the others.

- Working memory governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- Mental flexibility helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- Self-control enables us to set priorities and resist impulsive actions or responses.

Children aren't born with these skills—they are born with the potential to develop them. As a result, some children may need more support than others to develop these skills.

Wet play/dinner-times

- Each class has a box with wet play/dinner activities in.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they are going to and from dinner/sandwiches, or have been given permission to go to the toilet.

End of Lunchtimes (KS1)

- At 12:45, the nominated whistle person (Mr Hogben) should blow the whistle.
- All children stop, come down off any play equipment and stand still. All children raise their hand, look at the nominated person (blowing the whistle) and listen.
- When the whistle blows again, all children walk quickly towards their classroom door to line up.

End of Lunchtimes (KS2)

- At 12:40, a bell is rung outside – this is a reminder that Y6 lunchtime has only 5 minutes left and Y6 children should start to congregate on the top yard.
- The nominated whistle person (Mr Smith: Mon & Tues/ Mr Walsh: Weds, Thurs & Fri) should blow the whistle just before (12:45).

- All children stop, come down off any play equipment e.g. swings, and stand still. All children raise their hand, look at the nominated person (blowing the whistle) and listen.
- Year 6 pupils walk quickly towards their classroom door to line up
- The whistle is blown again and Y3-Y5 children continue their lunch break for 15 more minutes.
- At 12:55, Y3, Y4 and Y5 class teachers should be present and spaced out across the top part of the yard.
- The whistle is blown for all remaining children to stop – Y3-Y5 children to walk to their class teacher and line up. (Any Y3, Y4 or Y5 pupils on the court or on the field should have ended their game shortly before 12:55 and wait for the whistle to blow.)
- At the end of lunchtime, all staff should reinforce the expectations of children joining their lines quickly and quietly ready for the class teacher to walk their class into school.

Exclusion

Ultimately, a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, a serious violent assault on another pupil or an adult, repeated verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy and Exclusion Toolkit].

Use of outside agencies

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty:

School nurse
Hub SENDCo
Primary Inclusion Panel
Educational psychologist
Police
Family doctor
CAMHS
Speech therapist
Visual impairment services
Hearing Impairment Services
Families Information Service
SENDIASS
Autism Communication Team
MAST
Social Care

The Executive Headteacher, Interim Head Of School and SENDCo will advise teachers and parents on which service would be most appropriate and how to contact them.

Equality statement

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

Monitoring, evaluation and review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Head Of School will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The Academy Governing Body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

Please read in conjunction with our Rewards and Consequences documents.

Anti Bullying Policy

Equal Opportunities Policy

Disability Equality Policy

SEND policy

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Acceptable and Unacceptable Behaviour

The chart on page 10 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management
- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self-esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.



Pupils should	Pupils should not
show respect for each other regardless of race, culture, gender, sexuality or religion	in any way verbally or physically mistreat anybody else
show respect for adults including following instructions when asked	show disrespect towards adults
be polite to others	engage in bullying and/or teasing
show respect for property belonging to others and to the academy	damage other people's property, including that belonging to the academy
show respect for people's right to learn	disrupt the learning of others
wear the full academy uniform	wear make-up or more than one pair of silver studded earrings in the lobe
be punctual to the academy and to lessons	be late to the academy and lack punctuality when on academy premises
ask permission from a member of staff before leaving a classroom	leave classes without permission
hand in all work on time	fail to hand in homework on time
attend the academy ready to learn with the correct equipment	eat or drink during lessons including the chewing of gum
work to the best of their ability during lessons	bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the Headteacher
use academy ICT facilities sensibly and safely	access other pupils' files and documents on the academy ICT network premises
bring in notes explaining any absences from the academy	smoke in or near the academy
Look after all academy property	steal academy property or that of other pupils
	Engage in any other activity in or out of the academy which could bring the academy in to disrepute