



The Borders Partnership of Schools  
**Barnby & North Cove and Glebeland  
Primary Schools**

# Borders Partnership Positive Behaviour Support

## 1. Aims

It is the aim of our school that:

- All pupils engage in school life feeling valued, respected and motivated
- All pupils achieve well
- All pupils are and feel safe and supported
- All staff are able to manage behaviour fairly and effectively

Our school promotes, supports and celebrates positive behaviour and achievement.

## 2. Responsibility

Our school promotes a culture and ethos where all adults are responsible for implementing and supporting the positive behaviour policy in all areas of the school, e.g. assemblies, outdoor activities, visits, break times and lunchtimes.

Staff receive Norfolk Steps and approach behaviour support with consistency, building positive relationships and meeting pupils' needs. Staff recognise that behaviour is communication and behaviour support is everyone's responsibility.

## 3. Culture and Ethos

The school's culture and ethos are underpinned by our School Rules; promoting and supporting the development of our pupils and the positive behaviour expected of them.

Our rules are Ready, Respect, Safe.

### 'Ready'

This means being ready for learning, ready to listen, ready to go to break. We recognise being 'ready' might look different for individual pupils.

### 'Respect'

This means showing respect to their peers, to adults, to their environment, and to themselves.

### 'Safe'

This means supporting pupils to think about being safe in their learning environment, safe with the people around them, and safe in the activities in which they are taking part.

All children have the right to be safe and have the right to learn.

## 4. Application

### Supporting expected behaviours:

- All pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- Pupils are praised and rewarded for demonstrating expected behaviours
- Staff work hard to promote expected behaviours at every opportunity
- Our Rules are regularly referred to throughout the school day. They support the pupil's understanding of expected behaviour
- Our Rules are on display around the school and in the classrooms
- Class teachers regularly discuss expected behaviours with their pupils
- A consistent approach is used by all staff

### Rewards:

Whole-school reward system:

- Star/Citizen of the Week
- Reading Champion
- Attendance recognition

Class-based reward system:

- Dojo points and certificates
- 5:1 ratio of verbal praise vs. reminder
- Sticker charts

How else will parents know how their children are doing?

- Verbal feedback
- Newsletters
- Certificate/notes
- Home/school books
- Learning Pi

### In-Class Consequences:

Staff use least intrusive skills to redirect behaviour and to support pupils to make appropriate choices. Private sanctions are preferred. For most children, most of the time, the universal approach would be:

Steps	Actions
Reminder	A reminder of the rule or the expected behaviour required. Repeat reminders if reasonable adjustments are necessary. Non-verbal /silent signals.
Caution reminder	A clear verbal caution delivered privately, wherever possible. Name the behaviours that challenge and remind them you know they can do the expected behaviour. Use scripted conversation: "You are <i>calling out</i> , yesterday/earlier <i>you put your hand up</i> , I know you can <i>wait your turn</i> ."
Final reminder	Crouch down to their eye-level (if safe to do so) and speak privately. Offer a positive choice, and clearly outline the consequences if they continue with the behaviours that challenge. For example, repeat scripted conversation (above) and add a clear consequence such as "You will need to stay in for 5 minutes at break".
Reflection time	If the behaviours that challenge persist, a reflection time, or missed break time (as appropriate) can be used. This may be a short time in a safe space in the classroom, outside the room, or at the side of the field or playground during break. It is a few minutes to reset/finish the task and be ready to re-engage in learning in class.
Repair & restore	Following a reflection time or session in an alternative learning space, a conversation will need to be held between the pupil and the adult who requested the reflection time. It is important at this stage that the pupil has a clear idea of the expected behaviours ready for learning. They will return to class with a fresh start. They should not feel that they are making up for past behaviours but will be focusing on positive behaviours required.

Whilst our school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when considering further consequences.

### Alternative learning spaces

Alternative learning space (recorded)	If a pupil has already had two resets or a reflection time is refused, they will spend time in an alternative location, to regulate/complete work. This could be a sensory room, a partner classroom, or the Senior Leadership Team (SLT) office.
Repair & restore	It is important at this stage that the pupil has a clear idea of the expected behaviours ready for learning. They will return to class with a fresh start. They should not feel that they are making up for past behaviours but will be focusing on positive behaviours required.

Partner classrooms will have a quiet space where the pupil is able to sit, on their own and continue with their work. Class teachers must provide appropriate work that they are able to complete independently. If the partner class is disturbed the pupil will be taken to SLT.  
EYFS - Use of a partner classroom should be used as a last resort - strategies such as reflection/reset time should be used.

#### Missed learning or incomplete work

Where a child's behaviour resulted in missed or incomplete work, the work may be completed at break time.

Where this is occurring regularly, if appropriate, the work may be sent home.

The teacher will communicate with parents/carers beforehand to discuss this arrangement.

#### Recording

Teachers will keep a confidential class record of pupils who receive verbal reminders and reflection time. Pupils' names must not be publicly displayed.

Teachers will communicate behaviour incidents to parents/carers on the day of the incident.

Staff will log behaviours that challenge or behaviours that harm on MyConcern/CPOMS with an account of the incident, support given and any actions taken.

#### Leadership Team Involvement/Inclusion Team Support

If behaviours that challenge or harm, are persistent, support strategies will be discussed by all concerned parties:

- Parents/carers are informed of the situation by the member of staff involved in the incident; the behaviour, the consequences and the actions to support the pupil to improve their behaviour
- Parent/Carer meeting may include reviewing and developing pupil targets or developing an individual Behaviour Plan with the support of all staff working with the pupil
- Behaviour Plans are reviewed and adapted regularly by the class teacher
- If behaviour concerns persist, County Inclusion Team will be consulted

#### Vulnerable Pupils

At Borders, we recognise that behaviour is communication. During their time at school, some pupils will require extra support in regulating their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils and advice sought from the SENDCo, Inclusion Team and SLT. Other professionals may also be called upon to offer supportive strategies to enable the pupil to manage their behaviour.

If a pupil is suspended or excluded from the school this will be undertaken within the Academy Trust guidelines. On return to the school, following a fixed-term suspension, a plan will be developed to support the pupil's reintegration into the classroom.