

Brize Norton Primary School's Positive Behaviour Playtime Plan






As an **OPAL** school, the governors and staff at Brize Norton Primary School are committed to ensuring that all children have positive playtimes. We continually review our playtime provision and opportunities for play through observing and reflecting on play, speaking with the children and consulting as a staff. We promote, model and teach kind, safe and respectful behaviours as well as support children with the development of their own emotional regulation through Zones of Regulation.

We recognise and celebrate those who display these behaviours through our weekly SHINE awards, Cup of Kindness and Sports Leadership Award, which are presented in our weekly celebration assemblies. *Caught being Exceptional* tokens are also awarded daily to those children going above and beyond in and around the school.

This Positive Behaviour Playtime Plan enables all pupils at Brize Norton Primary to get the most out of their playtimes, in a fun and safe way. It is based on 2 out of our 3 rules and our school vision:

Be Respectful Be Safe Be Kind

By following the Positive Behaviour Playtime Plan and these 3 principles, it will ensure that:

-  All children have a safe and happy playtime
-  All adults and children are treated in a way that is respectful
-  Children know what to do and how to regulate when something goes wrong using their own zones of regulation
-  Children feel listened to
-  Children are able to reflect on their own actions

This plan provides details of specific strategies which are relevant to the playground environment.

Where a child's behaviour has breached one of these principles, supervising staff will investigate the situation thoroughly, speaking to all parties (if required) individually using a restorative approach. Staff will explore 5 key themes:

What's happened, thoughts and feelings, impact of actions, needs of the individual and what needs to happen to move forward...

Following this, natural consequences may follow to restore the situation and help children learn from their choices. See Natural Consequences Flow Diagram. These may include:

An apology, missing part of the current/next playtime, tidying of playtime equipment, withdrawal from aspects of play eg. football, writing in the reflection book, restorative conversation with the other party (if appropriate)

To support the school in ensuring the best playground behaviour and to help children learn from and reflect on their choices, parents will be informed at an early stage if their child's playground behaviour is less than good and/or a pattern of behaviour is identified.

Safety at playtimes is paramount. In the event of a heightened incident resulting in a high level behaviour (Level 3 or 4) such as:

- ✚ Physical aggression towards another with the intent to harm
- ✚ Inappropriate/offensive language such as swearing
- ✚ Refusal to follow the instructions of an adult
- ✚ Speaking to an adult in an aggressive manner of using unkind words
- ✚ Throwing food in the dining hall
- ✚ Vandalism – intentionally breaking playtime equipment

Staff will respond immediately to ensure the safety of all. If it is deemed appropriate, children will be given a period of take up time before speaking with an adult, or being required to follow an instruction. Take up time avoids confrontation and allows children a short time to regulate themselves and reflect on their behaviour before speaking with an adult. Adults are also trained to co-regulate with a child if support is required through use of de-escalation strategies.

Children will be listened to and perspectives gained, needs of the children (such as SEN) will also be taken into account and any provocation leading to the high level behaviour. Once investigated, the incident will be recorded in our electronic behaviour system, CPOMS, and SLT (Senior Leaders) will support the staff member in the restore and repair process and with the issuing of natural consequences in line with our Behaviour and Relationships Policy - See Natural Consequences Flow Diagram. These may include:

Loss of playtime privileges, withdrawal from playtimes for a fixed period of time with alternative provision provided, helping clean the dining hall, replacing broken equipment, in extreme cases, fixed-term suspension or fixed-term lunchtime suspension may be imposed in line with the Exclusion Policy. *Only the headteacher can make the decision to suspend a child.*

Parents will be informed on the same day of the incident via phone or in person by the child's class teacher.

If a second event occurs within a 2 week period, a meeting will be arranged between the child's class teacher, a member of SLT, the child and the parents. Reasons for poor behaviour will be explored as well as a specific playground target for the child to be agreed and a time period for this will be decided and monitored.

At Brize Norton we believe in the power of connection and building strong relationships with every member of the school's community. Children need to feel valued, safe, heard and have a strong sense of belonging. We care for all children within the school and just as when a child makes a mistake in Maths, we teach them the correct way with support and nurture, we do so when a mistake is made with their behaviour.

'Kindness is a gift everyone can afford to give.'

Managing Behaviour – Natural Consequences Flow Diagram for Playtimes

Level 1 Behaviour

- ✚ Not showing respect
- ✚ Making it difficult for others to play properly
- ✚ Not looking after equipment & property
- ✚ Dropping litter or making a mess
- ✚ Running in school
- ✚ Picking up smaller children



Verbal warning(s) 30 second script
 Loss of free time (max 5 mins per incident)
 Litter picking
 Restorative Conversation
 Restoring relationship eg. apology
 Reflection Book
 Withdrawal from aspects of play eg. Football.
 Tidying of equipment

Level 2 Behaviour

- ✚ Refusing to follow instructions
- ✚ Disrupting other children's play
- ✚ Irresponsible or unsafe behaviour
- ✚ Being unkind to another child
- ✚ Playing with food
- ✚ Vandalism – intentionally breaking playtime equipment (CPOM)
- ✚ Persistent Level 1 behaviours



Verbal warning(s) 30 second script
 Change of face
 Loss of free time privileges eg. Forest school
 Loss of free time (15mins)
 Restorative conversation
 Restoring relationship – eg. apology
 Replacing damaged property
 Parents informed
 Moving place within the dining hall

Level 3 Behaviour (CPOM)

- ✚ Physical aggression towards another with the intent to harm
- ✚ Inappropriate/offensive language such as swearing
- ✚ Speaking to an adult in an aggressive manner or using unkind words
- ✚ Unsafe behaviour within the dining hall
- ✚ Bullying (See policy)
- ✚ Persistent Level 2 Behaviours



Loss of playtime privileges
 Alternative eating arrangements for a fixed period of time.
 Time out with Headteacher (senior leader) and loss of free time
 Alternative provision sought for a fixed time
 Parents informed (2nd incident meeting arranged with teacher and a member of SLT)
 If negative behaviour continues; Individual behaviour plan /outside agencies/suspension

Level 4 Behaviour (CPOM)

- ✚ Violence or threat of violence to an adult or child
- ✚ Leaving the school during the day
- ✚ Bringing a dangerous object in to school



Immediate referral to Headteacher
 Parents informed
 Involvement of outside agencies
 Possible fixed term suspension