



Bishop Bronescombe C of E School



Policy for Relationships and Behaviour

Reviewed:	March 2020	Reviewed by:	Debbie Carmichael
Due for review:	September 2020	SMC or Governor responsible:	SMC

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe C of E School's motto is: '**Learning that lasts a lifetime**'.
Celtic Cross Education's Mission Statement is: '**We nurture, we learn, we achieve together.**'

General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Every member of the school community is responsible for modelling and promoting these high expectations of behaviour, both in and out of the classroom.

We know and understand that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding.
- Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more and increase self-esteem.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

Aims and Ethos:

- It is our aim to maximise the protective factors in school by creating an environment of safety that has strong, positive, supportive relationships between staff and pupils.
- We aim to promote a positive working environment, a community where security, safety and self-esteem is promoted in line with mutual respect for staff and pupils.
- The highest standard of behaviour is expected from every pupil.
- Positive behaviour is celebrated; rewards and incentives are consistent across the school and are at the forefront of our approach.
- We are THRIVE and Trauma-informed School. This means that THRIVE and TIS approaches are embedded in our ethos and across the setting of the school.
- An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that Bishop Bronescombe develops a Trauma and Mental Health Informed approach to ensure that all children develop positive mental health and resilience, enabling them to fully engage in life and learning.
- Staff work to identify appropriate support for pupils and remove pupils' barriers and/or triggers, ensuring successful engagement in the classroom and playground.
- Behaviour is understood to be a means of communication. It is considered neuro-scientifically as to whether it is a response to defensive stress or an unmet need.
- Parent/ school partnership is fundamental in modelling, reflecting and reinforcing approaches.
- Every member of staff is 'emotionally available' and adults respond to pupils with a consistent approach
- Opportunities are provided for children to explore their own developing Christian faith and pupils have respect for the faith of others.

Approaches to developing positive relationships and behaviours

- Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Collective Worship, R.E. and our focus on our core Christian values, deepening our beliefs and understanding. Everything we do has our values at the heart. What we do, we do with respect, compassion, perseverance, trust, courage and forgiveness. With these values in mind, we can model and build good relationships with all our school community.
- All interactions with all children should be focussed on developing good relationships. Greeting each child every morning, noticing them and any changes, showing interest, using humour, showing good manners, conversing politely all contribute to good relationships.
- High quality, differentiated, engaging teaching and learning, which involves pupils, builds on success, ensures progression, involves and informs parents.
- Varying groups and work with different members of our school community build tolerance and inclusion. Working with children in different classes and schools also promote this.
- PSHCE, (Personal, Social, Health and Citizenship Education) lessons are used as rich learning opportunities on behaviour.

- Children are encouraged to take responsibility for themselves and their actions in age-appropriate ways. Staff should encourage children to resolve conflict independently, modelling where necessary, and praising when done effectively. This may be through use of the 'footsteps' for younger children.
- Use incidents which are against our Rules for Life and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- The consequences for appropriate and inappropriate behaviour choices are agreed and known to all involved.
- Using fixed term internal or external exclusions may be part of a positive behaviour approach.
- Where need is identified, structured, tailored group and individual programmes, creative activities and outdoor learning are incorporated into action plans.
- Any plan of action is agreed and shared in working partnership with parents and carers.
- Individuals with special needs are recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Adults are observant, open and inclusive and act as role models, particularly in how respect is shown, and are co-regulators as needed.
- Whole class TIS screening and online tools are employed to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two.
- Our Rules for Life, expectations around behaviour, rewards, consequences and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

Our Rules for Life

These simple rules are at the heart of our school; they reflect our Christian values and enable children to develop a code for life. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

BB's Rules for Life:

Show good manners at all times.

Follow instructions with thought and care.

Care for everyone and everything.

These rules are exemplified by 'green behaviours' (see appendix 1) and displayed in every class and throughout the school, enabling all staff to refer to both rules and behaviours. Manners are exemplified by our 'Manners for Life' posters.

It is expected that every member of the school community knows and supports the following principles:

**Positive reinforcement (praise) promotes positive behaviour.
If you don't address the inappropriate behaviour you are condoning it**

Rewards and Consequences

We reward good behaviour as this reinforces our expectations of good learning behaviour both for learning and life. All members of staff will recognise and celebrate appropriate behaviour at all times through informal praise. Verbal, on-the-spot praise is powerful in reinforcing positive behaviour. We know and recognise that receiving meaningful and valid praise consistently will boost self-esteem.

The Reward Scheme

- **GOLDEN TIME** – An adult-planned /-led fun active session, selected from a menu of pupils' suggestions. Golden Time takes place at 2:45pm every day. Every child starts the day with the full amount of Golden Time. Golden time is lost in 5 minute intervals for breaking the Rules for Life.
- In addition, pupils may receive a **Head's Praise Postcard** for exemplary behaviour or **Head's Award** for excellent work.
- **Dojo points** – Children are awarded with 'dojo' points when they make positive choices and display behaviours in line with our Rules for Life. These are shared online with parents so that this can be positively reinforced at home.
- **Classroom strategies** – These will be at the class teacher's discretion but may include: verbal praise to parents, Dojo message to parents, lucky lotto awards, table points, marbles in a jar, golden tickets, 'in it to win it', prizes for pupils with the most dojo points in a week, super stamps, table points for tidiest table, stickers, certificates, sending good work SLT for reward / praise, special class responsibilities or privileges, class-wide rewards such as an extra break of mini Golden Time for whole class positive behaviour.
- **Achievers' Certificates**– each week a teacher will nominate a child to receive an achiever certificate. They will receive a special certificate in Friday assembly and the names are published.
- **The BB Super Six and Terrific Twos Schemes**– this scheme applies to Year 6 and Year 2 pupils only. Success criteria are shared with pupils and rewards negotiated at the beginning of the year.
- **Playtime** – Quiet areas available – alternative play for specific pupils. Positive play stickers for positive play which convert to Dojo points.
- **Lunchtime**- Focus on the development of games and play. Encouragement of healthy eating, zones for play giving pupils responsibility.
- **Lunch Golden Tickets**, these are awarded by Lunchtime Supervisors for good behaviour. These will only be awarded for behaviour and actions that follow BB's Rules for Life. These golden tickets are placed in a draw – children then have the chance to win a place on the 'captain's table' the following week.
- **Responsibility** – pupils will be encouraged to take responsibility across the school: librarians, litter collectors, monitors, Collective Worship team, Sports Leaders, playground buddies, assisting with lunch time games.

Consequences for unacceptable behaviour

Sometimes, for a variety of reasons, a child will continue to find it difficult to behave in an acceptable manner. If this happens, there are strategies and consequences that

should be employed by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

Discussions about unacceptable behaviour are carried out in a respectful manner and with a calm voice. It is recognised that a stern voice may be appropriate; however, shouting at a child or the use of sarcasm is not. At times, a raised voice may be required when attempting to stop / alert a child to dangerous behaviour but aggressive shouting is not acceptable. When discussing the behaviour, staff should clearly articulate that the behaviour is not unacceptable NOT that the child is bad.

Each class must display the behaviour cards, which form a visual reminder.

Stage 1 Verbal reminders – stop and think

The class teacher and TA need to take an active role in pre-empting behaviour and 'catching children being good'. The TA and teacher need to think carefully about where children are at different parts of the lesson. Are we meeting the needs of our children?

Planning should be specific to the needs of the children in each class and their interests- what hooks them? Many aspects of managing low-level disruption can be addressed through well thought-out planning.

Remember: routines (containment) mean safety for children. If there are any planned changes, this needs to be carefully thought about. Do children need pre-warning? Do alternative arrangements need to be made? Are the planned activities appropriate? This will potentially avoid pupils' dysregulation.

Adults model the behaviour expectation. It is no good if the teacher asks for the class's attention and the class teacher then carries on talking or completing an activity. Equally, adults should model through interactions with all adults and children and use of resources, for example.

Praise and dojos should be used to celebrate children who are following the Rules for Life. Pupils' initials should be written under the 'positive choices' behaviour card displayed in the classroom. Initials (or name) should be written as this act, in itself, is a powerful action to remind all children of positive choices they can all make.

To encourage children to follow the rules, humour can be used, are we making it fun? Are we helping children feel successful? The ethos and culture of the classroom has a strong role to play at this level.

Proximal praise (actively noticing when other children within the class are displaying the desired behaviour) can also be used:

"Chloe's getting it right! Lovely Jack, you're looking at me to show me that you are ready to learn! Thank you..."

Discretely talking to the child at their level (or this is when the TA can intervene if the class teacher is talking to the rest of the class) focus on the behaviour you DO want to see:

"John, I'm really looking forward to putting your name on the positive choices card for following instructions with thought and care; show me what you should be doing?"

Expect the child to do it, thank them for doing it and move on quickly.

1. If low-level disruption continues, it remains the responsibility of the class TA and teacher. All behaviour is a form of communication- remain curious, what is the need that hasn't been met?
2. How this is approached is the professional judgement of the teacher- does the child need to be moved to another table? Need a brain break? (this needs to be carefully managed).

If the pupil does not comply, a warning should be given. This should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning. Initials or name are written next to the warning card displayed in class.

"David, you were talking when you should have been listening. Therefore, you have chosen to break a school rule of following instructions. So you have been given a warning. If you continue to break the Rules for Life, you will miss some Golden Time."

Stage 2 '5 minutes lost'

This should follow oral warning and should be stated in terms such as:

"Evie, I've already given you a warning this session/lesson/playtime now I am moving your name to remind you to improve your behaviour. If your behaviour doesn't change, you will miss some Golden Time."

The pupil's initials are noted next to the '5 minutes lost' card in class. The adults in the class should aim to **catch them being good** within the day so the name can be removed from this stage. If a pupil persists and continues to show the inappropriate behaviour, they will lose all of their Golden Time and their initials written under the appropriate card.

If the children are at playtime, they will lose 5 minutes play, standing next to an adult.

Stage 3 consequences

If behaviour continues or pupil shows 'red' behaviours (listed below) they will incur a further consequence (listed below).

The following are classed as 'red' behaviours:

- persistently not following the Rules for Life
- physical aggression towards another child or an adult
- spitting
- name-calling
- leaving the classroom without permission
- bullying behaviour
- use of mobile phone in school
- graffiti
- sexualised behaviour
- damage to school property
- stealing
- racist abuse
- verbal abuse
- threatening behaviour

- fighting
- swearing / offensive language (that is not as a result of a child's SEN)
- sexualised behaviour (that is not as a result of a child's SEN)
- use of mobile phone in school

In the case of these behaviours, one of the following consequences will be employed at the teacher's discretion:

- Lose all of Golden Time, message home via slip or Dojo plus:
 - o Lunchtime Reflection
 - o Time in another class for a session

This must be logged on Pupil Asset. Any 'victim' must be advised that the event has been dealt with and consequences applied.

Children on the SEN Record of Need may require a different consequence, depending on their level of need. This will be identified in each child's Individual Behaviour Plan.

Stage 4 consequences

Some behaviours may warrant a higher-level consequence. High-level consequences may not be appropriate for children with Special Needs or for those whose behaviour perpetually communicates an unmet need or because of emotional trauma suffered at home. The management of these children's needs will be detailed in their own individual plans e.g. EHCP, risk assessment, individual behaviour plan.

This consequence can only be issued by the Head of School or Assistant Head Teacher.

One of the following consequences can be issued immediately for a serious breach of the behaviour policy.

Behaviour may include but not limited to:

- persistent 'red' behaviours
- physical assault against a pupil or member of staff
- leaving school premises without permission
- serious damage to school or others' property

In the case of these behaviours, the Head of School or Assistant Head must be informed as soon as possible and one of the following consequences will be employed:

- Loss of privileges, ie club, team, visit or trip
- Exclusion from a residential trip
- Internal exclusion
- Fixed term exclusion

Parents will be called by SLT to inform them of the behaviour and sanction.

This must be logged on Pupil Asset. Any 'victim' must be advised that the event has been dealt with and consequences applied.

During any period of exclusion (internal or external), the children should reflect on their behaviour and/or complete missed work.

The pupil may be put 'on report' and issued with a RAG (red-amber-green) timetable on which the class teacher records behaviour for each section of each day. The child reports to the Head or SLT on a weekly basis until behaviour improves.

Dangerous Conduct / Crisis Behaviours

If a pupil is showing they are in crisis and showing behaviour that is dangerous to self or others, appropriate de-escalation strategies should be employed and the pupil should have time to regulate. This follows a TIS approach of:

Attune / Validate / Contain / Regulate.

If a pupil carries out dangerous behaviour, this must be reported to a member of the SLT immediately. At all times the pupil is informed of what is happening and why.

We have a number of staff trained in the safe-handling of pupils, through the Team Teach programme. If needed, this is used in pairs. A report is logged and parents are informed. All staff members have a duty of care to maintain safety of the child or others. This may mean they need to guide or hold a child but they must communicate with the child that they are acting to keep them safe. However, this **MUST** be recorded either on a Team Teach form by the Team Teach trained staff member or on CPOMS if not Team Teach trained. All logs / forms are to be shared with the Head of School and completed within 24 hours.

Staff members will be encouraged to take time out to recover from managing any crisis situation.

Staff must also bear in mind that other pupils, that have witnessed this behaviour, will need attending to, debriefing and given an opportunity to share worries and receive reassurance from staff.

The Restorative Approach

Following incidents, staff will ensure:

- a) **children have time to regulate before addressing the incident**
- b) they listen to each child, let them explain what has happened, including witnesses, etc
- c) ask anyone who has been at fault what should have happened and what they would do differently next time
- d) when developmentally appropriate, support the child to apologise or make amends. At times where this is not appropriate, adults will apologise on their behalf, modelling good practice.

Adults are fully invested in the restorative approach and actively apply this themselves to their practice.

Exclusion of pupils from school

Fixed term exclusion will be used where the school's behaviour policy is severely breached, where there is persistent disruptive behaviour and lesser consequences are considered inappropriate. Fixed term exclusion may be used if the child is putting other children or adults at risk of harm by their behaviour or if they have caused damage to school property. The Head of School is the only person that can authorise an exclusion. The number of days for a fixed term exclusion will depend on the specific incident. The Head of School, or Assistant Head teacher if the Head is unavailable, will:

- inform parents/carers of the reasons for exclusion
- inform parents/carers of the length of exclusion
- explain the reintegration process back into school to parents
- complete local authority exclusion forms
- inform the CEO, Chair of the SMC and Chair of Directors

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.”

Department for Education's 2017 exclusion guidance for schools.

We will:

- Make every effort not to exclude a pupil, either fixed term or permanently, who has been identified as having SEN and is having their needs met as detailed in the SEND Code of Practice 0-25, 2015.
- Call a review meeting, and invite the Statutory SEN Service, if the placement of a pupil with an education, health and care (EHC) plan is deemed to be at risk.
- Not permanently exclude a pupil who has an EHC plan, in other than in the most extreme circumstances, as suitable placement changes can be made via the Statutory SEN Service.
- If 3 fixed term exclusions have occurred within the academic year a P.S.P (Pastoral Support Plan) will be established. If the Head of School is not satisfied that progress has been made at the end of the P.S.P period permanent exclusion may be considered. Permanent exclusion is always a last resort. A decision to permanently exclude will only be taken if there is a serious breach of the behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Home/school agreement

Parents and teachers will work together to ensure a consistent approach and even handling. Parents and pupils are required to sign the Home-School Agreement annually to indicate that the pupils will keep the school's rules and the parent will encourage their child to keep the school's rules.

SEN and Individual provision

Some pupils, who have conditions, disorders or social / emotional interruptions may be subject to Individual Behaviour Plans. These detail triggers and de-escalation strategies as well as rewards and consequences, which will, where possible, meet or replicate the same structures as identified above but with adjustments in line with the individual child's needs. These are written cooperatively with all adults working regularly with the child and made available to any other adults who work with the child. Risk assessments may also be written as well as Positive Handling plans (see Physical Restraint & Safe Touch policy).

At a point when the pupil is fully regulated there will be some reflection (shining the light on the behaviour), as follows:

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can we do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

We make a commitment that any consequences agreed should be developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty. Reflections are made for children to understand how they could better manage their actions in the future. Consequences should not be shaming or detrimental to the child's view of themselves.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at Bishop Bronescombe School.