



Bishop Bronescombe C of E School



Policy for Relationships and Behaviour

Reviewed:	September 2021	Reviewed by:	Tom Hobbs and Rebecca Jane
Due for review:	September 2022	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.

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.
- 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.
- Staff use the PACE approach (Dan Hughes) adopting a playful, accepting, curious and empathetic approach.
- Staff look to develop a 5 to 1 positive interaction ratio with children in any part of the school.
- 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 do not maintain 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 we develop structured, tailored group and individual programmes, creative activities and outdoor learning 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 and 1:1 Motional/TIS screening assessments are used 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, 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.

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 staff and used as a common language by all to support the understanding of them. All staff model these to the children and use them within any consequences around behaviour choices.

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

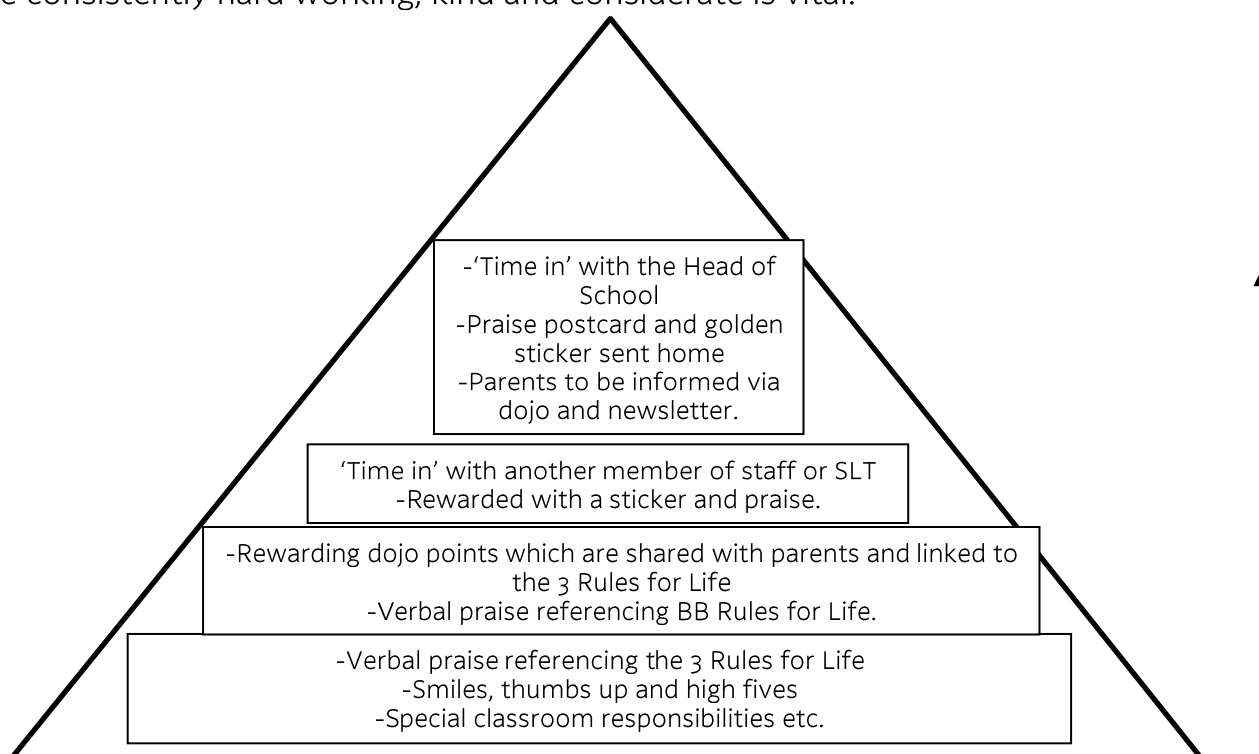
Positive reinforcement {praise} promotes positive behaviour.
If you don't address the inappropriate behaviour, you are condoning it.

Rewards

We reward positive behaviour choices as this reinforces our expectations of 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. All rewards are linked to our 3 rules for life to make it specific as to why they are earning the reward.

Consideration has to be given to the fact that every reward given can impact on other pupils as a negative consequence, rewarding a child with a certificate for effort every day when other children in the class also put in 100% can be seen as punishing the other children. Children who expect rewards for an activity are less likely to engage with the same activity later than those who were intrinsically motivated. It can have a detrimental impact on effort, self-esteem and attitude when singling individuals out without thought.

Rewards need to be given out fairly and to those that earn them. Noticing children who are consistently hard working, kind and considerate is vital.



In addition to this, the following strategies will be used to encourage positive behaviour.

- **Achievers' Certificates**- each week a teacher will nominate a child to receive an achiever certificate. This achievement will be subject specific with a different focus each week. They will receive a special certificate in Collective Worship on a Friday and thenames are published on the school newsletter.
- **The BB Super Six** - this scheme applies to Year 6 pupils only. Success criteria are

shared with pupils and rewards negotiated at the beginning of the year.

- At playtimes and lunch times, staff verbally praise children and make reference to the 3 BB Rules for Life. Pupils are rewarded with dojo points when showing these behaviours. Focus during these times is on manners and positive interaction with others through the development of games and play.
- **Responsibility** - pupils will be encouraged to take responsibility across the school: reading ambassadors, buddies, Eco-Saviours, Super Sixes, members of School Parliament.

Sanctions

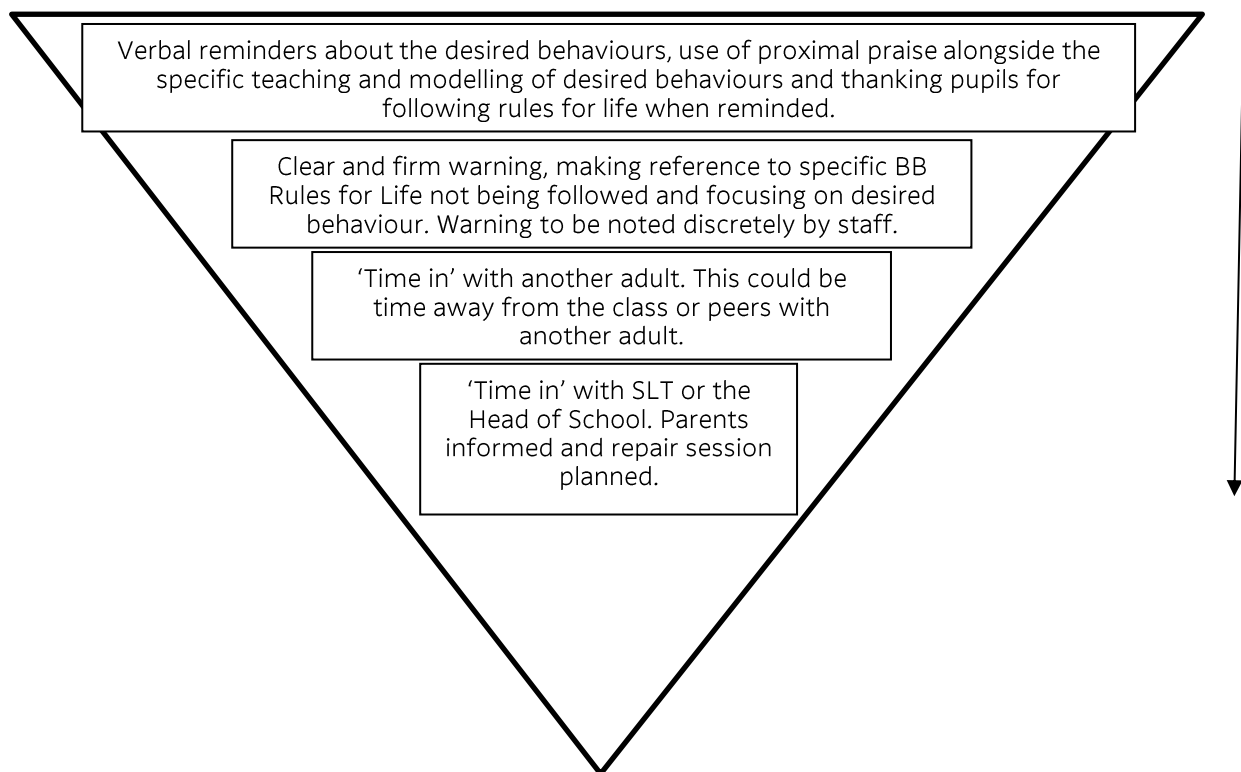
Sometimes a child will continue to find it difficult to follow the school rules. If this happens, there are strategies and consequences that should be employed by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

Discussions about behaviour choices are carried out in a respectful manner and with a calm voice. These conversations should be private not public.

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? What may be driving the behaviour choices? Is it a need to escape, an unmet attachment need, a tangible need or sensory need? What can you as the adult do differently to support the child?

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

Specific teaching around behaviour expectations and what behaviour for learning looks like should be taking place **at least once a week**. Individuals or particular cohorts may need more regular specific teaching times.



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.

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 Trauma Informed 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 use of physical intervention 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.

Exclusions

The decision to exclude a child is never made lightly. Before deciding to exclude all other alternatives will have been explored, impact of exclusion will be assessed and guidance taken.

It is for the Head of School to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Examples of when temporary, fixed term, exclusions may be used are:

- Specific one-off incidents of challenging behaviour, for example, an unprovoked attack on another child, fighting or stealing
- Repeated incidents of low level, disruptive behaviour; when a pupil has failed to respond to previous sanctions and his/her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion will be used for extreme challenging behaviour, extreme violence towards others resulting in significant injury and possession of prohibited items.

Exceptional Circumstances

Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. See Positive touch policy

Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips and representing the school outside of normal school hours, for example in a sporting event.

When a pupil is wearing the school's uniform they are indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day.

Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day.

Children with SEND

If a child's behaviour is as a direct result of their specific SEND, this will be taken into account and reasonable adjustments will be made to the escalation plan. Strategies for support will be implemented and support from outside agencies may be sought. See SEND Policy for further details.

