



# Bishop Bronescombe C of E School

## *Policy for Behaviour and Wellbeing*



Reviewed:	October 2019	Reviewed by:	Debbie Carmichael
Due for review:	October 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.

### Aims and Ethos:

- 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.
- 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.
- 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.
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### **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.

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.

### **Approaches to developing positive behaviours**

- High quality, differentiated, engaging teaching and learning, which involves pupils, builds on success, ensures progression, involves and informs parents.
- 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.
- 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.
- 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, sanctions 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:

1. **Show good manners at all times.**
  - ✓ Be honest and tell the truth
  - ✓ Be kind and helpful
2. **Follow instructions with thought and care.**
  - ✓ Listen and don't interrupt others
  - ✓ Do work hard to reach your full potential
3. **Care for everyone and everything.**
  - ✓ Be gentle
  - ✓ Look after your own, each other's and the school's property

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

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

## 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 activity, which pupils are involved in choosing from a menu of their suggestions. In EYFS and KS1, this is 15 minutes per day. In KS2, 30 minutes per week. Every child starts the day / week with full amount of Golden Time. Golden time is lost in 5 minute intervals for breaking the Rules for Life!
- **In addition, pupils that have shown exemplary behaviour throughout the week may be selected to receive a Head's Praise Postcard.**
- **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 to Head or 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 Scheme** – this scheme applies to Year 6 pupils only and recognises their maturity. Success criteria are shared with pupils and rewards negotiated at the beginning of the year. The success criteria are:
  - Live by the BB Rules for Life.
  - Undertake all jobs willingly.
  - Always display good manners.
  - Dress smartly in full school uniform.
  - Give 110% effort to studies and learning.
  - Show trustworthiness.
  - Always be careful and aware of own and others safety.
  - Always be fair and learning and play.
  - Respect people and things.
  - Don't waste school resources.
  - Share and be a good team member.
- **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.

Staff will encourage positive behaviour at all times; however there will be times when action needs to be taken with regard to a pupil's behaviour.

### 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 sanctions that may be used 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 acceptable (bad) NOT that the child is bad.

Each class will display their Golden Time classroom chart, which forms a visual reminder. All pupils always start the beginning of the day (KS1) and week (KS2) with all of their Golden Time - this is showing we expect good behaviour.

#### 1. A verbal warning – stop and think

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 next to the warning card displayed in class.

For example: '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.'

#### 2. '5 minutes lost'

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

'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's name is next to the '5 minutes lost' card at the end of the school day, they will lose five minutes of their Golden Time. The pupil's name will be moved on the Golden Time display as a visual reminder of the time lost. This then cannot be 'won' back.

Once on the '5 minutes lost' card, if children correct their behaviour during the same day, their initials will be removed and the Golden Time will not be taken away.

### 3. Red

If a pupil shows unacceptable ('Red') behaviours, the entire Golden Time will be lost in KS1. In KS2, the next lunchtime play will be lost and the pupil spends time with a member of SLT in 'Reflection Time' where they will complete a reflection sheet.

Red behaviours are:

- physical aggression towards another child or an adult
- spitting
- name-calling
- swearing
- leaving the classroom without permission
- bullying behaviour
- graffiti
- sexualised behaviour
- damage to school property

The pupil will spend lost Golden Time with the teacher on duty and a slip will be sent home informing parents of the sanction. The Phase Lead will be informed. The Head of School will be informed as soon as possible when a child has physically harmed a member of staff or another child.

This must be logged on Pupil Asset.

During this time the children should reflect on their behaviour or complete work where this has not happened.

### 4. Red letter home

Should a pupil have 3 Red slips in quick succession (i.e. in one week or 4 in a half-term) a 'red letter' will be sent to the pupils' parents/carers alerting them to our concerns regarding the pupils' behaviour and inviting them to come and discuss the situation with the class teacher and Phase Lead.

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 weekly basis until behaviour improves.

If unacceptable behaviour continues and/or serious misconduct takes place despite loss of golden time or playtimes, the Head of School must be informed as soon as possible and may apply one of the following sanctions:

- Exclusion from an after-school club or event
- Exclusion from a visit
- Exclusion from a residential trip
- Internal exclusion
- Fixed term exclusion (see below)

### Dangerous Conduct

If a pupil is provocatively dangerous to self or others, appropriate de-escalation strategies should be employed and the pupil should have time to regulate. If a pupil carries out dangerous behaviour, this must be reported to a member of the SLT. 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. Parents/carers should be contacted at the early stage to inform and gain cooperation. All staff members have a duty of care to hold a child in order to maintain safety of the child or others. However, this MUST be recorded CPOMS or via Team Teach form.

### **Exclusion of pupils from school**

Exclusion of a pupil from school is a serious and critical step. The Multi Academy Trust has the right to exclude a pupil from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent. It is only the CEO or Hub Lead who can take this decision in collaboration with the Head of School. Advice may also be sought from directors, the Education Officer, the Education Welfare Service, County Psychological Service or the School Medical Officer. The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

If a child deliberately commits any of the following they may be given an immediate Fixed Term or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

### **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 sanctions, 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).

When children with trauma or SEMH difficulties display escalated behaviours, we will employ a trauma-informed approach to managing the situation, as follows:

- Affect Attunement: the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally.
- Empathy: Validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable.

- Containment: Structure, order and predictability and consistency. Ensuring boundaries are applied in a supportive, non-shaming manner. Calming and Soothing: The adult will support the child to regulate themselves.

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 or sanctions 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.

### **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) at developmentally appropriate, support the child to apologise. 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.

### **The Role of Playtime and Lunchtime Staff**

Staff supervising all play and breaks will have the same expectations of behaviour as teaching and support staff. They will aim to:

- engage with children positively
- be active in resolving conflict and vigorous in supervision of children
- reward children for positive behaviours and deeds
- understand their role as an emotionally available adult and actively use relational skills to support children in conflict
- liaise with teaching staff to provide summaries of incidents, behaviour management provided, etc
- ensure children are regulated before their return to the classroom



Staff should work together on playground incidents and the following sanctions can be used during breaks by TAs/lunchtime supervisors.

- Stand by the adult for 'time out' and consider the behaviour.
- Stand in one area of the playground to think about behaviour
- Send pupil to the duty 'Reflection time' teacher.
- Assistant Head or Head of School to be called to incidents where a pupil is persistently displaying unacceptable behaviour.

A lunchtime club, supervised by skilled TAs, is offered as an alternative provision. This club encourages good social interaction for those who find playtimes and lunchtimes difficult.

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