



# Bishop Bronescombe C of E School

## *Policy for Behaviour and Wellbeing*



Reviewed:	Nov 2018	Reviewed by:	Tamsin Parry & Debbie Carmichael
Due for review:	Nov 2019	SMC or Governor responsible:	SMC

### School Aims

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:

- The highest standards of behaviour is expected from every pupil
- Positive behaviour is celebrated and rewards and incentives are consistent across the school and are at the forefront of our approach
- A positive working environment, a community where security, safety and self-esteem is promoted in line with mutual respect for staff and pupils
- Emphasis is given to promote positive behaviours with trusting relationships between staff and pupils
- 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 considered neuro-scientifically and considered to be a response to defensive stress or an unmet need
- Parent/ school partnership is cohesive 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.

### Our Rules for Life

These simple rules are at the heart of our school, reflect our Christian values and enable children to develop a code for life:

### 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

### Approaches to developing positive behaviours

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Social, emotional and academic learning is recognised - there are planned times for explicit feedback across the day, within the classroom, during break times and on out-of-school activities.
- 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.
- 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.
- 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
- Programmes of Citizenship and PSHE, (Personal, Social, Health and Citizenship Education) are used as rich opportunities which are part of all areas of school life and learning
- 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;
- 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.

- Varying groups and work with different members of our school community build tolerance and inclusion. Working with children in different classes on occasion, as well as coming together with other schools in our MAT promote this.
- The reinforcement of positive behaviour choices is based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- 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.
- Adults are observant, open and inclusive and act as role models, particularly in how respect is shown, and are co-regulators as needed.
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- 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.

### **Trauma Informed Schools (TIS)**

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.

### **Whole School Approach**

Bishop Bronescombe have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control. We appreciate that day-to-day exposure to events (bereavement, family illness, moving house, for example) can be experienced as trauma. Providing an environment that has safety, regulation and compassion at its heart ensures that our environment never, unwittingly, re-traumatises any of our community. Staff act to maximise protective factors through the use of well established relationships.

### **TIS Endorsed Relational Skills**

**Affect Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same 'emotional wave' as the child

**Empathy:** Validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour.

**Containment:** Structure, order and predictability and consistency. Ensuring boundaries are applied in a supportive, non-shaming manner. The emotional containment of feelings that are overwhelming for the child will be well supported by staff who are able to manage their own feelings and emotions.

**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 and analysis of 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:

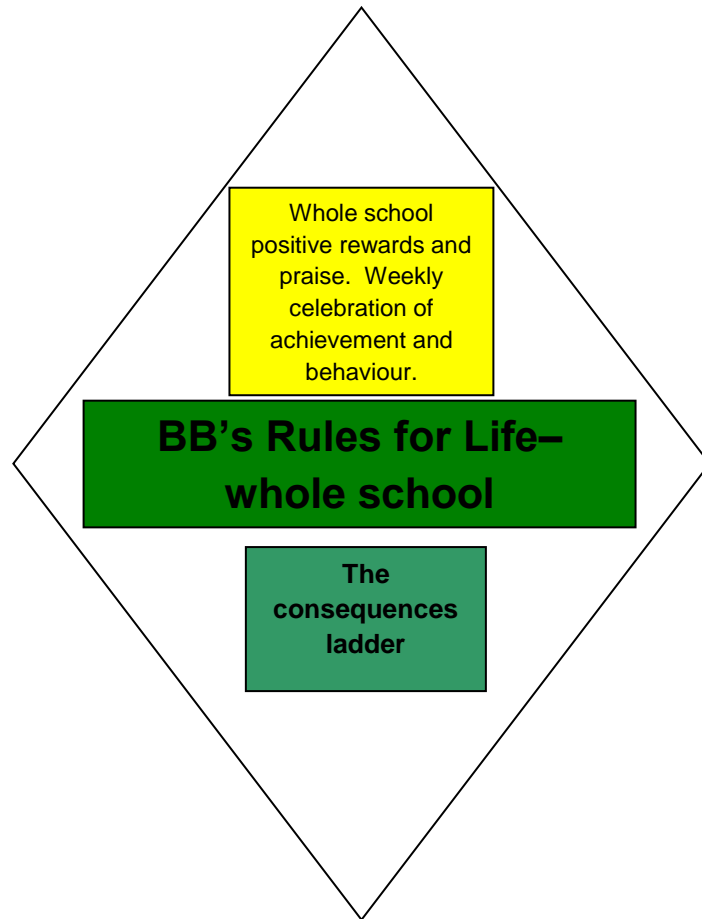
- a) children have time to regulate before addressing the incident
- b) they listen to each child, let them explain what has happened, including witnesses, etc
- c) ask anyone who has been at fault what should have happened and what they would do differently next time
- d) at developmentally appropriate, 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.

## Rewards and Consequences

We like to reward good behaviour. However, when behaviour is not appropriate and is in contravention of our Rules for Life, consequences may be employed.

### The BB Behaviour Diamond



## The Reward Scheme

- **GOLDEN TIME** – every child starts the week with 30 minutes' Golden Time, classroom chart displayed with 10 minute intervals. Golden time is lost in 5 minute intervals for breaking the Rules for Life, this will always be the last resort!
- **Dojo points** – Children are awarded with 'dojo' points when they display behaviours in line with our Rules for Life. These are shared online with parents so that this can be positively reinforced at home. Pupils with the most dojo points in a week receive a prize in their class.
- **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 – 'Calm Kids' activities daily; alternative play for specific pupils; indoor 'time out' zones, supervised by staff for those that break the Rules for Life.
- **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, playground buddies, mediators, watering the plants, assisting with lunch time play on the KS1 playground.
- **Classroom strategies** – These will be at the class teacher's discretion but may include: lucky lotto awards, table points, marbles in a jar, super stamps, table points for tidiest table, stickers, agreed rules at the beginning of the term etc.

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 triangle

#### **STEP 1 - 'Minor' behaviours**

Initial behaviour problems dealt with in line with policy. Increasing sanctions from verbal correction to name on board and isolations

#### **STEP 2 - Persistent 'minor' behaviour or 'major behaviour'**

Removal from the classroom to work outside or to work in neighbouring classroom and/or kept in at break.

Violent behaviour at playtime will mean **three days** withdrawn from the playground.

#### **STEP 3 - Sent to a member of the Senior Leadership Team**

Child loses break and/or lunchtime

Behaviour card set up, meeting with parents and child.

In school support provided.

**STEP 4** - Child sent to member of the SLT, logged in the behaviour book. Child isolated from peers for a period and further involvement of the parents.

**STEP 5** - SLT Pastoral Plan set up with parents, SENCO, SLT and EWO.

Child isolated from peers for a further period, and parents may be called to de-escalate the child which maybe off the school site.

**STEP 6** - Period of temporary exclusion up to five days.

Contract set up outlining conditions required for re-entry to school, signed by HoS, teacher, child and parents.

**STEP 7** = Permanent exclusion.

See major and minor behaviour flow charts in appendices

### **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. 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).

### **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 behavior.
- Stand in one area of the playground to think about behaviour and calm down
- Call in any teacher for back up to you at any time. Send pupil to the duty 'time out' 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.

'Calm Kids' lunchtime clubs also provide a quieter, indoor activity for those children who want an alternative to outside play at lunchtimes.

### **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.

### **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.

### Disruptive class behaviour

Behaviours which are in opposition to our Rules for Life should be dealt with by the class teacher and referred to the Head of School / SLT if necessary. Minor problems can be dealt with by any adult in the school, but the SLT will deal with continued inappropriate behaviour.

- The teacher can deal with problems in the classroom by:
- Talking to the pupil one to one, avoid comparing pupils and use of raised voice
- Use circle time to reinforce positive behaviour and discuss issues
- Negotiate and remind of the school rules (Rules for Life) and rewards and sanctions
- If a pupil is breaking one of the rules, identify that you are aware of their behaviour and how this breaks the Rules for Life.
- Identify disappointment and give the pupil a goal to reverse consequence, by the end of the lesson, morning or afternoon. Ultimate goal is for the pupil to improve and be rewarded.
- Time out is given to calm down and remove from situation.
- Talking to parents and working together to encourage positive attitude.
- Look for reasons for behaviour/talk to other staff and recognise situations that are difficult and employ diversion strategies.
- Keep the bad behaviour separate from the pupil, i.e. explaining to the pupil that their behaviour was in this situation bad, but not to infer that the pupil is bad.

See appendices for flowcharts for action to deal with minor or major behaviours. Inappropriate behaviour is logged by the class teacher (see appendix). These logs are analysed termly by SLT and appropriate action taken if necessary.

Every pupil and member of staff has the right to work and learn in a friendly, encouraging, secure, supportive and positive school environment. We all have a



responsibility to help establish that environment by adhering to our Rules for Life and helping others to do the same.

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

Our policy is to support all individuals in our community and action will be taken if features of any behaviour impacts on others or inhibits learning.