Bickerton Holy Trinity Church of England Primary School

Positive Behaviour Policy

Person responsible for policy:	Georgina Whitfield
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Signed:	Claire Carman, Chair of Governors
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Our School Prayer

This is our school,
Let peace be here,
Let it be full of happiness.
Let love be here.
Love of one another,
Love of everyone,
Love of life itself,
And love of God.
Amen

Our Mission Statement

Respect for oneself and others is central to our mission of giving
every child in our school the highest standard of education and care within
a Christian community.

Vision Statement:

'Life in All its Fullness'
I have come so that you may have life-life in all it's fullness. (John 10:10)

*A*t Bickerton we provide every child with a loving, caring environment, where each pupil feels safe, respected and valued. Encouraged by a supportive family ethos and Christian worship which teaches of God's, unconditional never-ending love, Bickerton pupils are determined, ambitious learners, each feeling nurtured as they strive to fulfil their potential, emotionally, socially and intellectually. Our Christian ethos and curriculum are interwoven so as to teach children empathy and compassion for others, alongside knowledge, thoughts, actions and attitudes for themselves, so that they are guided to make a positive impact in the world, both now and in the future.

Core Christian values:

Love and Kindness

Bravery and Courage

Teamwork

Friendship

Exploring and Learning/Wisdom

Honesty

Positive behaviour reflects the values of the school, readiness to learn and respect for others. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Behaviour must be managed well so there is a calm, safe and supportive environment which children want to attend and where they can learn and flourish.

Our aims:
- encourage good behaviour and respect that celebrates and values others;
- to help learners take control over their behaviour and be responsible for the consequences of it;
- to build a community which values kindness, care and empathy for others;
- to promote community cohesion through improved relationships

Behaviour for learning

We are a caring community whose values are built on the values of the Church of England, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Everyone at Bickerton Holy Trinity Church of England Primary School has a responsibility to ensure the highest standards of behaviour; children, parents, governors and staff.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and to prepare them for their next stage of schooling and eventually adult life.

To this end, our whole school community are expected to follow 'The Bickerton Way'; expectations of behaviour that positively promote the school's ethos and core Christian values.

The Bickerton Way	How we show this	Linked to our Character strength
Ready	- persevere in all we do and be the best we can be - listen and follow instructions -support each other - be ready to forgive one another - to learn and grow	Bravery and Courage Teamwork Exploring & Learning/Wisdom Love and Kindness Friendship
Respectful	-be polite and considerate towards each other -respect school property -use good manners -show patience and understanding - value diversity -celebrate each other's successes	Love and Kindness Teamwork Exploring learning/Wisdom Teamwork Friendship
Safe	-relating to each other - by keep our hands and feet to ourselves	Love and Kindness Friendship Honesty Bravery and Courage

	- how we conduct ourselves in and around school -around school in the choices we make	

By modelling behaviours in school that follow the Bickerton way, Staff and pupils promote and create a safe, loving environment in which everyone can 'Live life in all its Fullness'.

<u>Promoting expected behaviour</u>

Our school creates an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like.

Our school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

Age-appropriate reward systems are implemented fairly and consistently within school, by all staff. Use of praise and positive encouragement of good behaviour is a very important way that we reward children and encourage them to behave really well. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. A quiet word of personal praise can be as effective as a larger, more public, reward. Teaching Assistants work with the class teachers to support this positive ethos. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include picking up a piece of rubbish and placing it in the bin rather than walking past it; actively participating in a lesson.

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride;

- Teachers congratulate children highlighting such things as good behaviour, attitudes, relationships, acts of kindness, play and work

- Pompoms-for following our school rules; Ready, Respectful, Safe

- Stickers/stamps given as required

- Certificates linked to our character strengths and positive notes home

- Explicit reference is made to the school rules highlighting instances when children are observing them really well

- All staff talk with the children a lot, giving positive affirmation and contributing to the lovely atmosphere in our school which helps children to behave well

- All classes have an opportunity to show their work and achievements in Friday's Sharing Assembly.

- Positive calls home to celebrate success at any time, especially when improvement over time has been recognised.

Teachers should be aware that there may be children who need additional individual reward systems.

<u>Promoting reporting of inappropriate behaviour</u>

Through PHSE and RSE lessons, staff will promote a culture of openness and feeling safe to talk so that children feel able to talk about their experiences, however 'low-level'. Check-in areas in classrooms encourage children to express how they are feeling, and these will be responded to by the class teacher and/or by referring to the ELSA.

<u>Managing behaviour</u>

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Our staff follow the PIP (Praise in Public) and RIP (Reprimand in Private) approach whenever possible. Staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

To ensure that children understand when their behaviour has not followed 'The Bickerton Way' the following, possibly appropriate, responses may be used:

Stage	Characteristics	Interventions and Consequences
Low level disruption/ inappropriate behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task / distracting themselves or others.	Highlight positive behaviours Reinforce expectations through praise Reminder of our three simple rules: Ready, Respectful, Safe Pre-empt situations Quiet conversations/ reminders using Stop, Understand, Consider delivered privately wherever possible Provide tactile resources to help focus/movement breaks/adjusting seating plan Restorative practice of 'Make it Right' Whole class learning opportunity as part of PSHE sessions.
Medium level disruption/ inappropriate behaviour	Taking possessions belonging to others Persistent disruptive behaviour Deliberately creating a disturbance Increasing incidents of ignoring instructions	Apply positive strategies as above Time out in calm area (5mins maximum) Loss of break times for restorative purposes – making it

	Offensive language General lack of effort in learning	right e.g. catching up with work, finding ways to move forward Implement of Individualised Personal Plan Discussion with parents Record of incidents Expectations with timescales / timers ELSA intervention/Snug Club
High level disruption / incident	Serious challenge to authority Intentional physical harm of others Repeated & sustained ignoring instructions Leaving classrooms without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning	Apply positive strategies as above Individual behaviour plan in place Individualised Personal Plan overseen by SENDCo Record of incidents Regular review meetings with parents Advice applied from outside agencies
Persistent disruptive behaviour / serious incidents	Bullying– physical and emotional Repeated serious challenge to authority Serious intentional physical harm of others Leaving school boundary without permission Bringing banned substances/items to school	Involvement with outside agencies Fixed term exclusion Permanent exclusion

Responses will be decided on a case-by-case basis with the child and will be:
- Proportionate
- Considered
- Supportive

Bickerton Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Bickerton Behaviour Blueprint & Appendix A)

Continued 'low-level' inappropriate behaviour or behaviour of a higher level, should always be communicated to parents. This will help:
- Get the parents on board in addressing the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable behaviour
- To work towards a solution together

If incidents of unexpected behaviour occur which cause physical injury, involve verbal abuse (racist, discriminatory, or bullying) or acts of vandalism, these will be responded to by the headteacher/senior management and parents will be contacted. An incident report will be completed on CPOMS and actions recorded. Senior management will monitor behaviour incidents and ensure action is taken to support an improvement in future behaviour.

Staff understand the importance of challenging all inappropriate language and behaviour between pupils. Inappropriate behaviour will be addressed quickly and effectively, as this can help prevent abusive/violent behaviour further down the line.

Child on Child Abuse

Bickerton Holy Trinity Primary School recognises that children can abuse other children (previously known as peer-on-peer abuse, peer relationship abuse, child on child abuse). This is most likely to include, but may not be limited to:
 • bullying (including cyberbullying);
 • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 • sexual violence, such as rape, assault by penetration and sexual assault
 • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
 • 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
 • initiation/hazing type violence and rituals

Staff at Bickerton Holy Trinity Primary School are clear on the procedures with regards to child on child abuse and do not take it any less serious than adult to child abuse. They are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". In our school, we have regular assemblies about acceptable behaviour and our PSHE curriculum discusses relationships and expectations. The children also have a voice and know that they can discuss issues with adults. Staff receive regular training and staff briefings about procedures that must be followed in the event of an incident occurring. All staff are aware that peer-on-peer abuse is an area of safeguarding and must always be taken seriously and reported to the Safeguard Lead or Deputy Safeguard Leads. All child on child abuse will be discussed with parents and discussions will take place on how to prevent future occurrences.

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Staff will adhere to the DfE Use of Reasonable force guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Staff will use de-escalation strategies wherever possible, and use force as a last resort.

<u>Persistent misbehaviour</u>

Incidence of persistent misbehaviour are logged onto CPOMS by all staff members. In response to these incidence examples of interventions school may consider include:
• frequent and open engagement with parents, including home visits if deemed necessary;
• providing mentoring and coaching using MyHappyMinds intervention/ELSA sessions;
• short-term behaviour monitoring cards or longer-term behaviour plans eg Reducing Anxiety Management Plan (RAMP);
• engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Where school has serious concerns about a pupil's behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf).

Suspensions and permanent exclusions

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as positive strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others.
For repeated or very serious behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of   Governors has been notified and after consulting: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

If the Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the   exclusion. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must, also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable. Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. These duties need to be complied with when deciding whether to exclude a pupil. The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent   appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

Monitoring

The Headteacher monitors behaviours recorded on CPOMS on a regular basis (termly) and reports to the Governing Body on the   effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour   policy consistently throughout their school, and to report to governors, when requested, on the effectiveness of the policy. It   is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Review

The Senior Leadership Team reviews this policy annually.

This policy takes account of the DfE Behaviour in Schools guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Detailed advice for governors is available in Behaviour and discipline in schools: Guidance for governing bodies:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Responsibilities

Legal Guidance and Responsibilities
The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (February 2014)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for the behaviour under the umbrella of 'Social, Emotional and Mental Health Needs.

Pupils are expected to:
- know the school expectations and engage in discussions about them.
- adhere to the school expectations, including during off-site visits, and when travelling to and from school.
- support other members of the school community in promoting the expectations of good behaviour.

Parents and carers are expected to:
- work respectfully alongside staff when discussing the behaviour of their child(ren)
- keep the school informed of behaviour difficulties they may be experiencing at home.

- know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school.
- ensure their child adheres to the school's expectations.
- support the implementation of any necessary agreed behaviour programme.

Members of Staff in school are expected to:
- take time to welcome children at the start of the day.
- be positive role models and use consistent language.
- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance.
- take responsibility for managing behaviour and follow-up incidents.
- celebrate and praise positive behaviour regularly.
- pick up on children who are failing to meet expectations and explain why linking to Ready, Respectful and Safe school rules.
- try to establish the reason for the behaviour being shown, or any changes in behaviour.
- deal sensitively with pupils in distress, using the connection before correction approach, helping children to regulate themselves before discussing their behaviour.
- avoid shouting at pupils except when this is necessary to advert a potentially dangerous situation.
- remain calm and regulated.
- use CPOMs to log any incidents related to behaviour.
- actively support the Behaviour Policy through implementing and discussion this with pupils.
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy.

The Senior Leadership Team are expected to:
- meet and greet families at the beginning of the day on the school gate
- be a visible presence around the school working with the children to support good behaviour and model positive relationships
- regularly celebrate staff and children whose efforts go above and beyond expectations
- encourage use of regular positive praise, phone calls/texts/notes home/certificates and stickers
- ensure staff training needs are identified and met
- support staff in managing children with more complex or challenging behaviours.

Governors are expected to:
- promote positive relationships within the school community.
- understand trauma informed practice and how this is used in school.
- refer all matters regarding discipline to the headteacher who, in consultation with relevant parties, will investigate.
- know, support and promote the school's behaviour policy.

- evaluate the effectiveness of the behaviour policy and hold senior leaders to account for its implementation.

Appendix A
Restorative Practice at Bickerton Holy Trinity Primary School
The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?
- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that canbe taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1: To respond to challenging behaviour:
- **What happened?**
- What were you thinking about at the time?
- What have your thoughts been since?
- **Who has been affected by what you did?**
- **How have they been affected?**
- **What do you think you need to do to make things right?**
- **How can we do things differently in the future?**

Restorative Questions 2: To help those harmed by others' actions:
- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?