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**Behaviour Policy**

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**Sep 2023 - 2024**

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**Introduction**

Diocese of Bristol Academy Trust is 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At St Leonard’s CE Primary Academy, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

This policy should be read in line with our schools’ vision statement, ‘Living and Learning Together with God’s Help’, as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him,*and so develop a love of lifelong learning and a sense of community, as we grow together as part of God’s family; being with God and having his help as we live and learn together in all that we are and seek to be.

# Aims of the policy

* To promote a positive, calm and safe environment where all children can flourish.
* To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
* To create a culture of exceptionally good behaviour: for learning, for community, for life.
* To ensure that all learners are treated fairly and shown respect.
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community which values kindness, care, good humour, good temper and empathy for others.

# Our Behaviour Policy is based on the Five Pillars of Pivotal practice

**1**

**2**

**3**

**4**

**5**

Restorative Follow Up

Consistent

Calm Adult

Behaviour

Scripting Difficult Conversations

First Attention for Best Conduct

Relentless

Routines

1. Calm, Consistent Adult Behaviour

At St Leonard’s CE Primary Academy, we believe that Calm and Consistent adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else’s behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At St Leonards CE Primary Academy, we are a staff team and work together, we have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour

We do this by using scripts and relentless routines to deal with challenging behaviour

• 30 Second Script and restorative questions (Appendix A)

• Behaviour toolkit (Appendix B)

• The Restorative process’(Appendix C)

A firm foundation means that we use the same rules and language in every classroom.

Rules



At our school we recognise the importance of providing clear rules underpinned by our values and vision – Living and Learning together with God’s help.

Routines are the cogs at the centre of all classroom practice. At St Leonard’s CE Primary Academy, we recognise that where Calm and Consistent Routines are established, children feel secure to take risks in their learning. Successful routines have a maximum of 3 simple steps.

## **Expectations of ALL Adults**

We expect every adult to: - PLEDGE

1. **Meet and greet** at the door.

### 2. **Refer to the** school rules

1. **Model** positive behaviours and build relationships.
2. **Plan lessons** that engage, challenge and meet the needs of all learners.
3. **Use** a visible recognition mechanism throughout every lesson (eg, Recognition boards)
4. **Be calm** when going through the steps. Prevent before sanctions.
5. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.
6. **First Attention to Best Conduct**

At St Leonard’s CE Primary Academy, we catch children doing the right thing first before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this by positive recognition:

* Recognition Board
* Sticker charts awarding certificates for bronze (10), silver (25) and gold (50)
* House points
* Weekly class certificates
* Weekly values certificate and cup

1. **Restorative and Inclusive Approaches**

At, St Leonards CE Primary Academy we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn’t teach new behaviours. Individual staff dealing with their own students behaviour has enormous value. This is both in terms of the child’s immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children We have put the following in place to support the children

* Restorative Process (Appendix C)
* Plenty of calm spaces around the school
* ELSA

**Children with Social, Emotional, and Mental Health Needs (SEMH)**

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child’s vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

St Leonard’s CE Primary Academy provides the following in-school support for children with SEMH:

• Pastoral Support Team

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. Where needed, we gain expert advice from Behaviour Support and the Educational Psychologist.

**Child on Child Abuse and Bullying**

Child on child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

• Anti-Bullying week and have a program of PHSE lessons which covers online bullying.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child on Child including sexual abuse and harassment, are dealt with very seriously. We follow the school’s safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from Swindon Safeguarding Partnership.

At St Leonard’s CE Primary Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being.

All Child on Child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school’s safeguarding policy for more information.

**Exclusions**

**Fixed Term Exclusions (External)**

We believe that, in general, fixed term exclusions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm. an external exclusion could be used to reset the class and the child. A plan for reintegration should be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a fixed-term exclusion, it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on SIMS and reported to the Academy Council three times a year.

**Permanent Exclusion**

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust does not believe that permanent exclusions are affective in improving a child’s behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

• A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work

• Gain expert advice

• An assessment special educational needs and disabilities should take place.

• Alternative provision should be considered and used

• A negotiated transfer to another school

**Appendix A – St Leonard’s CE Primary Academy (Behaviour Blueprint)**

**St Leonard’s CE Primary Academy**

**This is how we do it here…**

At St Leonard’s CE Primary Academy high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

**Rules**

Ready

Respectful

Safe

**Praise**

Recognition Board

Certificate home

**Visible Adult Consistencies**

High expectations

Signals

Calm and caring – treating all with dignity

**Relentless Routines** Meet and Greet

Fantastic Walking (Hands behind backs)

Signals – Team stop; My turn, your turn; Turn to your partner; 1,2,3

Agree, Build, Challenge

**Restorative Conversation**

What happened?

What were you thinking at the time?

How did this make people feel?

What has been affected?

What should we do to put things right?

How can we do things differently in the future?

**30 Second Script**

I have noticed….

You know our rule about….

Do you remember when?.........

That is the behaviour I need to see

Thank-you for listening.

**Restorative process**

-Reminder 1 (look)

-Reminder 2 (verbal/errand)

- 30 second script

-Move to another seat in -classroom

-Leave the room to help calm down and work sent home

-Restorative process

**Appendix B**

**St Leonard’s CE Primary Academy Scripts**

We expect all staff to use some or all of the following scripts

**I have noticed….**

**You know our rule about….**

**Do you remember when?.........**

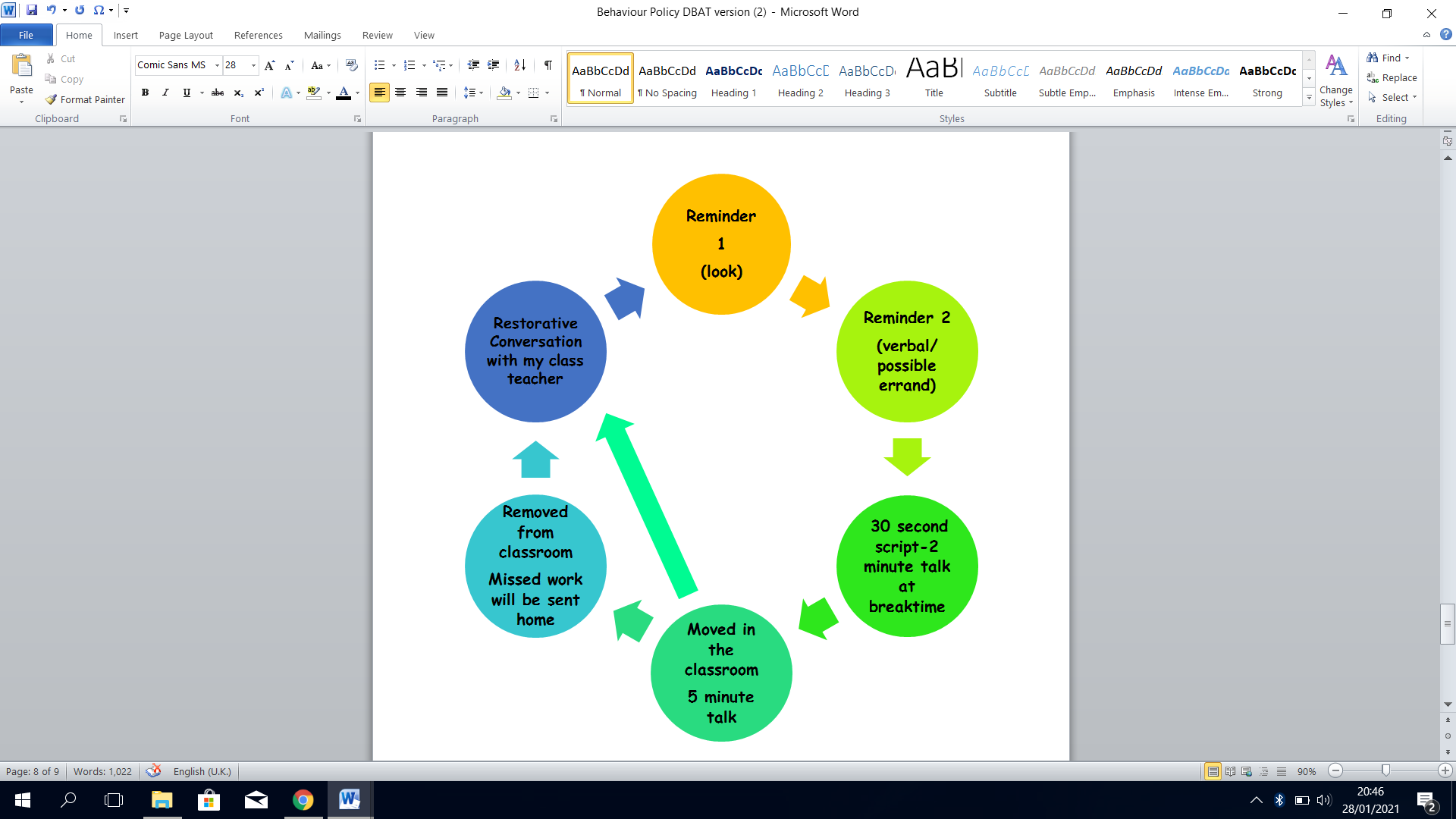
**That is the behaviour I need to see**

**Thank-you for listening**.

* Directions are given in a **calm, firm, quiet voice**
* Give instructions and **walk away** to show expectation of compliance - *‘I need you to move to the chair over there. Thank you’*
* **Name … direction …. Thanks** - *‘Musa...baseball cap off...thanks’*
* End instructions with ‘**thank you’** or ‘thanks’ not please - *“Hiba, (two second pause) if you have an answer to a question then put up your hand, thanks!’*
* Use **Yes and And** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *‘Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.’*
* Use **When and Then** - *“Trevor,* ***when*** *you’ve put up your hand t****hen*** *I will answer your question.”*
* Use **positive do’s** rather than don’t’“*Alex, I’d like you to choose to sit back in your seat. Thank you.” Rather than Alex don’t get out your seat*

**Appendix C**

**Restorative Process**



Appendix D

Recognition boards

(From ‘When the Adults Change, the Children Change’ by Paul Dix)

A

recognition board is the simplest way to shift the culture of your classroom

It doesn’t mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else’s business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you do want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try “One voice” for classes constantly talking over each other. Or “speak politely” to emphasise manners or “hands and feet to yourself” for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be “accurate peer feedback” or “persuasive language” or “show working.”

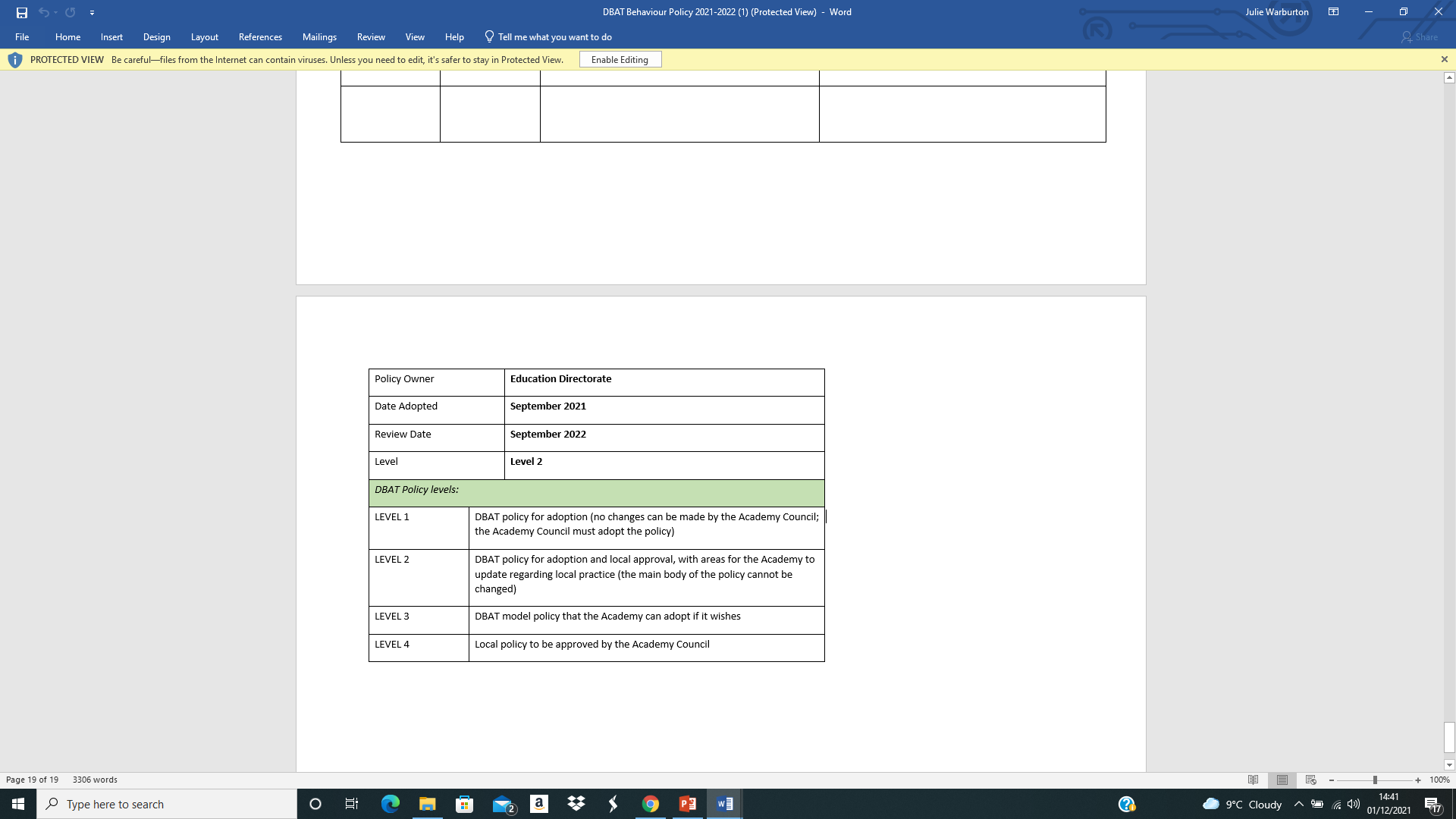
When you see the children demonstrating the behaviour well, write their name on the board.

The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. We are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn’t cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. We live with the fact that there are two separate incidents that have distinct outcomes. Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility.

Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.





**September 2024**