

Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

"That they may have life, life in all its fullness" John 10:10

Dream...Aspire...Achieve



Positive Behaviour Management Policy



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POSITIVE BEHAVIOUR MANAGEMENT POLICY

All staff and children have high expectations of behaviour for the whole school community, which includes pupils, parents/carers and staff. It is designed to ensure we work together to create a safe and respectful environment so that everyone can achieve their full potential. Batheaston is a place where children can **dream, aspire and achieve**, underpinned by the Biblical quote 'living life, life in all its fullness (John 10:10). Our Christian values of **respect, endeavour, contribute, include, protect** and **enjoy** are encouraged and recognised every day through rewards. We promote and encourage safe, stable, nurturing relationships and an environment where children live, learn and play and help all children to flourish and thrive.

We work closely with our community and the local church to ensure our children are spiritually, emotionally and educationally equipped for life now and in the future.

Together, we work to provide children with teaching and learning which is exciting, challenging, nurturing and memorable. Batheaston is a place where children can be the best version of themselves (Ofsted 2022)

1. The Vision for Behaviour

- We will provide an engaging curriculum which creates a love of learning
- We understand Relationships are vital therefore we endeavour to create strong connections between staff and all pupils, alongside creating a strong sense of community
- We promote the Christian values and the British values to enable pupils to become well rounded individuals
- We use our school Christian values to help promote positive attitudes and good learning behaviours.



Our Aims

- To create an environment and ethos where children feel happy, safe, valued and are able to learn effectively. This environment encourages a positive learning culture where children and adults are all 'pulling in the same direction together' to aspire and achieve at school.
- To enable children to develop self-esteem, accountability, self-discipline and self-respect as well as respect for others, treating others how they wish to be treated (**Matthew 7:12**).
- Working with parents and carers, we endeavour to support the children in the development of self-management skills that will keep them happy and safe as they move through our school and beyond.

- We aim to teach children about making the right choices rather than just respond to what adults tell them to do/not to do. Some children need more support and time in order to develop these skills and we endeavour to work together with every individual child in our inclusive school.

- To ensure consistency in behaviour management in school.
- To protect each individual's rights and to celebrate diversity.

2. Our Expectation

With the help of our staff and children in Collective Worship and PSHE lessons, we have reviewed and then updated our behaviour policy. This includes both the agreed principles we want to uphold at our school but also a clear system for how we all respond to inappropriate behaviour.

- We expect everyone in our school community to follow our RECIPE Values. These values reflect what we believe to be important and should be the foundation of positive behaviours and positive choices throughout the school. If all of the school community uphold our values, we can live and learn in a happy and safe environment.
- Everyone involved in the school community has 'rights'. These carry with them responsibilities.
- The class teacher is central in determining and delivering the strategies used to modify behaviour, following school policy, in consultation with the Senior Leadership Team when judged necessary.
- It is essential that we separate personality from learning and behaviour. Every child has a fresh start, every day with an understanding of forgiveness after a resolved incident and/or consequence.
- Opportunity must be created to listen with empathy and show genuine care for each child as a unique individual.
- Praise and the heightening of an individual's self-esteem is the key to success in modifying work and behaviour, along with a consistent approach that supports all children to feel safe.
- We are all treated fairly – which may not be equally. For a few children, significant and lasting modification may only be achieved through very small steps and a rigorous robust and consistent approach linked to THRIVE or SEN support plans. This may require providing additional resources e.g., personalised reward charts.
- Opportunities, both individually and as a class through RE/PSHE/RSE sessions, should be created to enable children to reflect on and be responsible for their own work and behaviour. Each class has a designated space for reflection which directly links to our Christian values and can be used as a place to reflect, or be mindful or express any worries or concerns (Use of worry boxes)

3. SCHOOL CHRISTIAN ETHOS AND CULTURE

- Children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning or not prove helpful to learning.
- Children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work.
- Children have responsibility for aspects of classroom organisation and are encouraged to contribute in a wider school role, e.g., School Council, Librarian, Play Leader, Peer Mentor, Special Friends, Eco Warriors etc.
- Children have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that children may differ in their preferences for how they learn. Teachers and Staff encourage children to support their learning through our 5C's (Communication, Collaboration, Compassion, Critical thinking and Creativity)
- Behaviour is expected to be excellent as everyone recognises and respects the rights of all to their education. Children who find it more difficult to maintain appropriate behaviour will receive support and expectations of what they can achieve will remain very high.
- All staff model their own behaviour based on our RECIPE values e.g., they listen well to pupils' views and show respect for their opinions; they totally avoid put-downs or sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved. All adults work respectfully with one another, children and parents and carers
- Children respect and value each other's similarities and differences and are encouraged to support each other. Any negative behaviours including child on child abuse, sexual harassment, racism and cyber-bullying are immediately dealt with and logged on CPOM's, our online recording system.
- Pupil voice is valued across all year groups, enabling children to be at the forefront of new developments within our school.
- At the start of every school year, the 'Jigsaw Charter' is agreed with the children. These are displayed and referred to on a regular basis as well as the school values.

4. Roles and responsibilities

The Headteacher

The headteacher is responsible for reviewing and approving the school's behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently

School Staff

Managing pupil behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour
- Reminding pupils of RECIPE Values and expectations of behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when appropriate on CPOMs
- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
- Teaching staff should ensure early and sustained dialogue with parents or carers which will better enable school and parents together to successfully guide and bring about behaviour modification for a child.
- If a child is struggling to maintain appropriate behaviour at school, the class teacher and SENDCo may, in consultation with the head teacher, seek additional advice from the advisory staff or educational psychologist. We would always consult with parent or carers first before any referral is made.

Pupils

- Pupils should be fully aware of rewards and possible consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

Parents

- Parental influence is recognised as the most important factor in behaviour management.
- We ask for parent and carer support in encouraging your child to report to an adult, rather than ever advising them to retaliate. It is very helpful if children can tell teachers quickly about a problem. Please also refer to our Anti Bullying Charter for more information if you feel your child is being bullied or victimised, a copy of which is included on our school website.

5. Recognition and Reward

We praise and reward our children for positive behaviour that upholds our School Christian Values. These are given in the form of the Rainbow system in EYFS and KS1 and Class Dojo's in KS2. We all (children included) actively look out for children being kind, considerate, hardworking and for achieving their goals. We have high expectations of the conduct of our whole school community and adults consistently model the skills that we encourage the children to develop. If a teacher wants to draw the children's attention at the beginning of a lesson, they may say 'I really like the way in which child x is sitting. They look ready to learn and are being respectful!' This statement will have the effect of encouraging the other children to behave in a positive way and be ready to learn.

Praise and rewards to encourage positive learning behaviours:

- Praising on task behaviour
- House Points - House points are a whole school initiative, which children earn for outstanding work. The points are counted weekly and added to the running total for the houses. The house with the most points receives a treat at the end of each half term.
- Teachers award Certificates - This is given for children who have gone above and beyond in their learning throughout the week. Parents are invited to join us in Celebration assembly to hear about their child's achievements.
- Star of the Week – Children are recognised throughout the week for adhering to our school RECIPE values and are celebrated by sitting on a chair next to their teacher and being awarded a sticker in celebration assembly.
- Special Person – Throughout the year, every child is given the opportunity to be special person within their class. Privileges include helping out in the classroom, standing first in the line, having responsibilities to choose other children in the class to line up and being celebrated for being unique.
- Positive praise – Used regularly to increase self-esteem, these are often rewarded discretely or written in workbooks as we are aware that sometimes being too public can embarrass some children and have more of a negative effect. Teachers will know the children well and use their initiative on how positive praise can be used most effectively.
- KS1 – Rainbow, Sun Cloud – This system is used to encourage positive learning behaviours. Mainly used in a positive way, all children start each day on the sun and can progress to the rainbow for exceptional work. However, on the rare occasion that a child displays inappropriate behaviour, they may be given a warning and will be placed on the cloud. The child is then encouraged to make good choices and quickly improve their behaviour and move back up to the sun.



- KS2 - Class Do Jo's - Class Dojo's are awarded to children in KS2 for demonstrating behaviours linked to our RECIPE values. Used as a visual tool to encourage a good attitude to learning, children are able to see their individual avatars gaining points alongside increasing the whole class total. Teachers set a realistic whole class target for number of class Dojo's which when achieved, leads to a class treat. This could include a trip to the local park, extra play etc. The children are consulted on the type of award they would like to receive.



Children can also be sent to the Headteacher's office when they have done something amazing with their learning. The children spend time with the Headteacher, showing and explaining their learning with lots of praise and encouragement. The children are rewarded with a special sticker at the end of the visit.

6. Restorative Practice

We expect that all children will make an occasional mistake - calling someone else an unkind name, for example. All staff will follow up rigorously and fairly and most incidences will only need a reminder/apology/discussion.

Through discussions around making the right choice with reference to the RECIPE values, teachers and staff establishes a safe and positive learning environment for all.

Teachers may decide to implement a restorative justice approach to any given situation. Restorative practices are solution focused. Restorative justice brings the children together to find a positive way forward. Restorative justice gives children the opportunity to tell offenders the real impact of their behaviour. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it: Examples could include:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- What have you thought about it since?

- How could you have done things differently?
- What do you think needs to happen to make things right?

This gives Pupils the skills to manage conflicts, strengthen relationships and take responsibility by developing empathy and emotional literacy.

7. Differentiation

As a school, we understand that all children and young people have different starting points and that there is a difference between uniformity and consistency. Therefore, some children will need different strategies on their journey to learn to be positive contributors to society.

- Clear expectations explained for all pupils taking account of pupils' age, developmental stage, their SEND and/or EAL
- Adults work with each pupil as an individual; knowing their interests, aspirations, developmental and/or special need or disability

8. Discipline/Consequences

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in the school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the school
- Teachers can confiscate pupils' property

Consequences for poor behaviour: what the law allows

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil
- To be lawful, the consequence must satisfy the following three conditions:
 1. The decision to give a pupil a consequence must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 2. The decision to reprimand the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff.
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Use of consequences - examples of potential consequences

- A look from an adult
- Praising a child who is on task and therefore reinforcing good behaviours
- A reminder of the expectation
- The adult moving closer to the student
- Removal from class
- Sent to senior member of staff
- Sent to see Headteacher
- Meeting with parents
- Loss of lunchtime play
- Time out to access learning
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

9. Exclusions

The removal of a pupil from the school should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other pupils. As such, permanent exclusion is normally the final and most serious step taken in a school's own disciplinary process.

For information on school exclusions, please refer to the DFE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

10. Physical intervention

See DfE guidance: Use of reasonable force in schools

In some circumstances, staff may use reasonable force to intervene with a pupil to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For more information, please see our Reasonable Force Policy on the website

11. Absconding – leaving without permission

Batheaston Church School have a duty of care to take all reasonable steps to ensure that pupils are kept safe whilst in their care.

School leaders should ensure that, to reduce the potential for absconding, the following is in place:

- The site is secure
- Supervision levels are appropriate
- School expectations are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for trips in advance of an educational visit to undertake a risk assessment

Schools will have their own localised procedures in the event of a student absconding, and these will include:

- Informing school leaders immediately
- Not putting other students at risk
- Locating the pupil
- Strategies for diffusing and de-escalation and returning the student to the school (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the pupil cannot be found
- Follow up meeting with the pupil and their parents
- A risk assessment developed for the pupil

12. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school expectations. These items will be returned to pupils after discussion with class teacher, senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.