

Blackawton Primary School

Behaviour Policy –



Be Responsible Be Respectful Be Safe

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use, and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31

You have the right to play and rest.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Introduction

At Blackawton Primary School, we expect a high standard of behaviour from all our children. Our aim is to provide a calm, safe environment for children where they can feel secure and happy and therefore have the maximum motivation for learning. We are committed to ensuring the safety and welfare of all our children. Through the promotion of the school's values the children learn right from wrong and how to make good decisions, helping them to become good citizens, take advantage of the opportunities offered in the curriculum and to make the best possible progress.

Our policy outlines the behaviour we expect at all times. Children throughout the school follow three golden rules - Be Responsible, Be Respectful, Be Safe - they know the rewards when they follow them and the series of consequences that can be expected if they choose not to do so. These rules apply all day, every day in every situation – including in the playground or on school trips. All the staff will use the same rules as consistently as possible. We believe that most children will choose to follow the rules and that this will lead to higher standards of learning, a friendly atmosphere and an even happier school.

Statement of principles

- It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos
- The management of behaviour is underpinned by the Trust's and school's values
- The school has zero tolerance of bullying and any form of harassment
- The policy is applied fairly and consistently by all members of staff
- Sanctions are proportionate to the unacceptable behaviour
- The school actively promotes positive behaviour while dealing with unacceptable behaviour, including seeking to understand any underlying causes
- We recognise that it is the behaviour that is unacceptable, not the child
- We use praise and positive reinforcement and give replacement behaviours and strategies to help children change their behaviour
- We do not reward expected behaviour, but children's' positive learning and social behaviour – in the classroom, in the playground, the dining hall and outside of school is recognised and acknowledged.

Aims

- To provide a calm, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn.
- To have a consistent whole school approach to behaviour and discipline.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

- To achieve higher standards of learning.
- To work in partnership with parents.
- To promote self-discipline and give children choices about their behaviour knowing the consequence of that behaviour.
- To encourage children to accept responsibility for their actions.
- To promote respect for others and for the environment,

Our 'School Rules'

Be Responsible
Be Respectful
Be Safe

Our Learning Behaviours

'Love learning', 'persevere', 'focus', 'team work', 'self-help' and 'believe in yourself'.

This policy is underpinned by the United Nations Charter on the Rights of the Child (UNCRC). Advice is also taken from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.
- In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Relationships

Positive relationships between all stakeholders in the school are essential for creating a safe, respectful environment for learning, where children can succeed. All of our school's policies are underpinned by the Articles in the UNCRC.

We recognise that having high expectations of behaviour's for learning is essential to ensure that the right to a quality education is respected. All children understand their rights, the rights of others and the role that all children, and duty-bearers have in ensuring those rights are respected. In

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

building positive relationships, we aim for the children to hold themselves to account, as advocates for their own learning.

To enable the above, staff will:

- Recognise that good behaviour needs to be modelled and taught
- Have high expectations of all people in the school
- Apply the Behaviour Policy in all situations and to all children in the school.
- Communicate behaviour clearly and effectively with others
- Have a good knowledge of the school's Behaviour Policy
- Follow its procedures for positive and negative consequences
- Be consistent and fair
- Provide a learning experience when dealing with children's behaviour
- Clearly reward positive behaviour
- Follow behaviour management procedures to ensure that children are ready to learn
- Separate the child from the behaviour so they understand it is the behaviour choices that need to be changed
- Actively seek positive relationships with parent/carers
- Provide an inclusive curriculum which promotes high self-esteem
- Uses the clear agreed language of positive behaviour's for learning.
- Talk in a calm manner to children, raised voices and shouting at children are unacceptable.
- Support children to comply with social distancing measures and other safety requirements that are in place

The curriculum teaches positive behaviours, respect, and taking responsibility for one's actions through: PSHE, Global Goals, British Values, Circle Solutions and PEWEB (Physical Education and Well-Being). The school aims to grow 'good global citizens. All children are taught that they have a right to a voice and opinion and will be taken seriously.

The School Charter is talked about with each new class, as children are encouraged to reflect on how this translates to create a successful learning environment. These are then displayed in each class for everyone to value and respect.

Lunchtime and play time Charters are also talked about with each new class. Children should be clear that respecting the rights of others and adhering to the Blackawton Way applies to class times, playtimes and lunchtimes.

Peer Mediators

Peer Mediators are trained in facilitating conflict resolution and relationship building. They meet weekly, set their own action plans which are constructed from regular learning walks with adults. They present assemblies to the whole school to promote their role, and to encourage children to use them, if they

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

are finding relationships difficult at play and lunchtimes. There is an annual graduation ceremony for selected peer mediators to become peer mentors.

Rewards – these are responsive to the behaviour, and are flexible within each class. In line with our Teaching and Learning Policy, effort and application is praised rather than outcomes.

We want children to feel good about what they are achieving. School examples include:

1. House Points - set against the our values and principles.
2. Weekly Celebration Assembly certificates and termly Trophy Assembly.
3. Lunchtime stickers.
4. Phone calls/ conversations with parents and carers.
5. 'Above and beyond' certificates posted home.

Consequences

With all incidences we operate a restorative repair approach, where all parties are able to have their voice and opinion heard, and are encouraged to reflect on what has happened and the affect it has had on others. Children's dignity must be respected at all time, and conversations should take place in a safe space without interruptions.

Children are taught strategies to promote positive behaviour change. The following steps are taken in line with reminders to the child of how to employ these.

1. **A warning**
2. **Move the person within the room:** proximity to the teacher can be helpful for some, moving towards a positive role model can also be good.
3. **Move the person to a link class for ten minutes:** the child is sent with learning to do, it is best if this needs no explanation e.g. handwriting. The receiving teacher does not greet or engage, other than to say where to sit. The class teacher records these and if there are more than **3** in a week the class teacher will contact home. Some children may prefer to go to a 'safe space' to continue their work.
4. **Time in at playtime:** It is helpful if it is seen as an opportunity to "catch up on learning".
5. **Send to the Headteacher or person Acting Up:** this is a serious consequence, however, it will be made explicit that the child has a right to have a voice, they will be listened to (or draw out the issue) in order that they can understand that their behaviours were not respecting the rights of others. The child will be asked what they thing would be an appropriate consequence for their actions.
6. **Repeat misbehaviour:** the Headteacher will call parents who will be

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

asked to come in to discuss the behaviour – the child will be required to explain what has happened. This is so parents are aware of what is going on and so we can work in partnership.

At times when a serious incident happens we do not need to start with a warning but may go immediately to link class etc. If there is a serious incident that requires extra adult intervention then the Headteacher or Deputy Headteacher will be called for.

Beyond this there are other sanctions such as seclusion (working in the office) and fixed term and permanent exclusions.

Fixed Term and Permanent Exclusions

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy, and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

After the implementation of a personal behaviour support plan and a period of monitoring, exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017.

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupils, the sanctions in the behaviour policy will be escalated immediately. The child may receive a fixed term/ or permanent exclusion at the discretion of the Head Teacher.

Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, she/he informs the parents without delay giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must notify the local authority and governing body once a term. In the case of a fixed period exclusion, which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

or extend the exclusion period made by the Headteacher.

Procedure Following a Major Infringement and/or Exclusion

Following a major infringement of the behaviour policy, or a fixed term exclusion, the child, with their parents/guardians, will attend a re-integration meeting upon returning to school, and a Pastoral Support Plans (PSP) will be put in place to support the pupil. Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a PSP. This will run for 8 weeks, addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress, and may be extended if required.

Use of reasonable force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with training that staff have received (PiPs) and in accordance with the guidance set down to the teaching staff by the governing body.

Bullying

Bullying is defined as the repetitive (Several Times on Purpose - STOP), intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying. Details of our school's approach to preventing and addressing bullying are set out in our Antibullying policy.

Off-site behaviour

As a Gold Rights Respecting School, pupils are expected to respect the rights of others when walking to and from school, or when on a visit with a school group. Children who are on PSPs or a behaviour plan will have individual risk assessments for day school trips, and a full risk assessment - with parental involvement - for any overnight, residential visits.

The power to discipline beyond the school gate

The Head Teacher has the right to discipline pupils beyond the school gate when non-criminal, negative behaviour or bullying occurs anywhere off site, and is witnessed by a member of staff or reported to the school.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

The Head Teacher in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.
- The Head Teacher will also consider and notify the police, or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate.
- If the Head Teacher feels the misbehaviour is linked to the child suffering, then the school's safeguarding policy will be followed.

Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property the Head Teacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct, ban the parent from physically setting foot on school property.

Misconduct of staff members

In the event of a staff member being accused of misconduct, the Head Teacher will follow the guidance and advice in "Dealing with Allegations of Abuse against Teachers and Other Staff." Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority.

Roles of implementation

The Headteacher and the governors have overall responsibility for the implementation of the school's Behaviour for Learning Policy. However, everyone in the school community has a role to ensure that all children's rights are respected in line with the UNCRC.

Review

This policy, which will be reviewed and updated as appropriate, should be read in conjunction with:

- Anti-Bullying Policy.
- Equal Opportunities policy

Date agreed by Staff: 09 / 2023

Date agreed by Governing Body: 09 / 2023

Reviewed by Headteacher: 09 / 2024

Review Date: 09 / 2025

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Signed: _____
(Headteacher)

Signed: _____
(Chair of Governors)

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Appendices

Appendix 1

Blackawton SEMH universal provision agreement 2023 - 24

We are all teachers of SEND

| QFT SEMH universal provision includes | | |
|--|---|--|
| What | How | When |
| General approach | | |
| Dan Hughes PACE approach | Playfulness Acceptance Curiosity Empathy | Ongoing with all children When a child dysregulates, supporting them through it with understanding |
| Dan Siegal's Wholebrain child | <ol style="list-style-type: none"> 1. Discipline is essential 2. Effective discipline depends on a loving, respectful relationship between adult and child 3. The goal of discipline is to teach 4. The first step to discipline is to pay attention to children's emotions 5. When children are upset or throwing a fit, that's when they need us most 6. Sometimes we need to wait until children are ready to learn 7. The way we help them be ready to learn is to connect with them. 8. After connecting, we redirect. | Adaption to behaviour policy – linking to chn who are dysregulation More training and implementation to be provided |
| Model and verbalisation: Linking SLCN - SEMH | Mentalisation verbs <i>To think To know To remember</i> Language to use <i>I think I wonder I notice</i> | Ongoing (training 2024) Use of language by the adult to explore feelings, actions and thoughts. |
| Specific strategies | | |
| Comic strips | Celebrate a challenge Unpick a 'big feeling' event Unpick different perspectives | Whole class celebration Individual celebration |
| Flipping lid | Video evidence to remind all what it is means Reference to the terms and our brains – how they work, etc, in conversation | At the beginning of half term. Extra, when needed |
| Mindful breath | Belly Breathing: Mindfulness for Children - YouTube | 5 – 10 belly breath's after lunch |
| Worry Head | Individual activity to complete with a child (adult and child) or for the child to use on their own and then categorise the worries | When a child is struggling to manage their anxiety or awfulizing events |
| Language for behaviour and emotions assessment | Assessment of children who: <ul style="list-style-type: none"> - Have had SLCN delay in EYS - Struggle with social interactions - Have experienced complex trauma (ACES) - Struggle to express feelings | Assessment of level – 1:1 – base line Language level actions put in place by teacher and adult in class as an ongoing approach – reviewed at each half term |
| Social stories – to unpick, to review, to teach certain processes | When a child is repeating a misunderstanding. When guiding a child through a situation. Eg: The rules of football How to get to the village hall | For children with emotional struggles or misunderstandings When needed – then regularly revisited to imprint the positive approach. |

Flipping Lid

[The Hand Model of the Brain - YouTube](#)

[Daniel Siegel Hand Model - YouTube](#)

[Flipping Your Lid- The Brain in the Palm of your Hand - YouTube](#)

[The Hand-Brain Model! | Self-Regulation Lesson 2 - YouTube](#)

[Belly Breathing: Mindfulness for Children - YouTube](#)

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.