



Bishop Cornish CEVA Primary School
Positive Behaviour Policy
Esteem and Educate Every Child

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Next Review: September 2024

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At Bishop Cornish CofE VA Primary School, we believe that children should be encouraged and supported to manage their own behaviour and understand that there are right and wrong choices. Our vision Esteem and Educate Every Child and our accompanying Christian values underpin our behaviour policy. It is important to educate the whole child, by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of the future.

Children should understand that disapproving behaviours and attitudes is distinct from disapproving individuals and that the implementation of consequences does not mean that the child is disliked, merely the behaviour. We encourage children to take responsibility for their own learning and to discuss their learning and expectations with their teachers. We give older children the opportunity to act as good role models. Through after-school clubs and activities, we offer children the chance to further improve their interests and talents - thereby focusing on the whole child, rather than purely academic success. Through our PSHE teaching children understand differences and similarities, but most importantly self-worth. Promoting a 'can-do' attitude and resilience. We believe that our vision 'Esteem and Educate Every Child' encapsulates all that we do in helping our children to flourish and grow with the support of a caring, family environment.

Aims.

The values of Bishop Cornish CofE VA Primary School are at the heart of our Positive Behaviour Policy. They are referred to at every opportunity and form a Whole School Approach that all children and staff follow:

- To embrace and nurture everyone in a Christian environment; to develop a living Christian faith and to be able to appreciate the Christian way of life.
- To inspire and develop the talents, passions and uniqueness of every child, member of staff and member of whole school family.
- To guide and mould each child to aspire to their God given potential.
- To ensure the children in our care become confident, creative, responsible and resilient young people who have a love of life, a sense of responsibility and developing independence.
- To provide a stimulating, creative, meaningful and exciting curriculum which is rich and vibrant in music, the arts and outdoor learning.
- To see, to know, to understand and to inspire all children individually and develop and nurture their love of lifelong learning.
- To serve our children, our families, each other and the wider community as called to, in the Gospels, by Jesus Christ.
- To be Christian role models, inspiring the children and their families to show forgiveness, truth, compassion and love.

School-Wide Principles.

Every member of the school community learns and lives by the values of the school.

To support this:

- All staff to model positive behaviour
- The school staff will work closely with parents/carers and aim for a common agreement regarding the Positive Behaviour policy aims
- The Special Needs, Disability and Equal Opportunities Policies are reflected in the Positive Behaviour Policy
- At the start of each week the children are introduced to the value for that week. Discussion is based around how we display the value ("What might we see if you were showing friendship?")
- Weekly assemblies promote the value
- Achievement assemblies recognise children who have displayed the value
- Provide an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all
- Use de-escalating methods as much as possible

- Designated member of staff follows the Team Teach programme with staff receiving specialised team teach training as necessary
- Each day is a fresh start for all children.

In class practice.

In-class strategies to promote good behaviour:

- Get to know each child as well as possible
- Praise for both attitude (good choice) and learning
- Ensure work is set to at least age-related expectations for all children with scaffolding put in place to support as necessary
- Children's individual learning styles are considered
- Give 'time – out' in classroom
- Use humour
- Ignore behaviour where appropriate – ensure all adults know what is happening to stop mixed messages
- Speak informally to parents
- Give choices with consequences
- Plan most effective use of Teaching Assistant time
- Check individual children's files for mitigating circumstances, e.g. special educational needs, problems with family
- Careful consideration placed on seating
- Give attention to attention-seeking children for their positive behaviour-make a point of "catching" them being good
- Reward verbally
- Use positive body language
- Give warnings in a clear and calm way
- Tell children what you want them to do, instead of what not to do
- Use facial / body gestures to remind children of what you expect
- Use of team/dojo points linked earned rewards as motivators and positive behaviour.

Principles to apply when managing children's behaviour.

Every staff member should ensure that the following principles of de-escalating are applied to all children:

- Keep calm and positive
- Avoid confrontation, persistent negative interaction and sarcasm
- Keep your voice calm as much as possible
- Involve parents at an early stage
- Blame the act, not the child, i.e. "You are ok, but what you have done is not"
- Look beyond the behaviour to understand the child
- Be positive in the way you deal with the child
- Serious or unresolved concerns should be discussed with the Headteacher
- Physical restraint will only be used as a last resort- if the child is in danger of hurting himself or others. This would only be carried out in line with the School Team Teach Restraint policy.

Motivating children to behave well.

Each teacher should be aware of the need to continually motivate and inspire children to work hard and behave well. The school uses a consistent strategy of praise and awarding of dojo and team points for both positive attitudes to learning and good work.

Key Stage 1

In Key Stage 1 diamonds are used. Teachers talk about how we all have a diamond inside of us and we need to polish them, and others need to do this too. It promotes a class approach of supporting behaviour. Teachers can put the

children on the diamonds (in class display) for positive behaviours. This is for behaviours above what we would expect from all children. Children wear a diamond necklace if they are on the diamonds board so all staff can praise – a certificate is given to the children at the end of the day. Children in Key Stage 1 are awarded team or dojo points for displaying positive attitudes to learning and behaviour. Team points are tallied at the end of the week. Parents are immediately notified if children are awarded a dojo point.

Key Stage 2

Children are awarded team or dojo points for displaying positive attitudes to learning and behaviour. Team points are tallied at the end of the week. Parents are immediately notified if children are awarded a dojo point.

Further class suggestions:

- Showing work to class/other members of staff
- Star of the Day
- Give child a special job/responsibility
- Positive comments in children's books
- Smiley faces, stickers
- Display work/ update regularly.

Whole School Rewards

Achievement Assembly

At the end of the week class teachers will nominate children to receive an award in the Celebration and Achievement assembly. This award is for children who have demonstrated the value, shown good growth mind-set etc. We want children to see that persistent effort is noticed. The children's names will be displayed in the newsletter and put onto the school web page.

It is our aim to de-escalate and diffuse situations where possible. Strategies for this include, but are not limited to:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- using the Vital Relational Functions (VRFs) from Thrive training to Attune, Validate, Contain, Soothe or Regulate student's emotions and behaviours
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation (if safe to do so)
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language (or student's preferred method of communication), focusing on appropriate behaviours and responses rather than inappropriate ones
- distracting the student from the trigger or 'perceived threat' by discussing another topic they are interested in
- providing limited options to help the student feel they are still in control of their decisions
- going to an alternative space with the student, removing the 'perceived threat' and/or triggers
- the use of any individual techniques on a child's SEND plan.

Thrive Support for challenging behaviours:

In conjunction with the above strategies we have adopted a Thrive approach to support those children who display consistently challenging behaviours. Working in partnership with the Thrive Lead, the class teacher will identify children whose behaviours signal a need for intervention. All stakeholders will then collaborate to complete a Thrive-focused analysis and, from this, develop a tailored support program to target a child's specific needs.

Consequences of Unacceptable Behaviour.

In the rare case of consistent unacceptable behaviour, we have a staged process of action:

Step 1: Non-verbal prompt, e.g. look

Step 2: Positive verbal warning – what the child needs to do

Step 3: Verbal Warning, speak to the child about their behaviour – reinforcing the school values – “Are you showing friendship, respect?” etc

Step 4: Consequence could be to move a child, time-out, discontinue activity

Step 5: Fix-it form is given (when situation has calmed down)

Step 6: Refer to the Headteacher

Step 7: Parents invited into school to discuss concerns

Step 8: Could result in a fixed term exclusion

Step 9: Permanent exclusion.

If a child gets three consequences in a day, they will be given a fix-it-form, where, with their class teacher, they will spend time reflecting on how their behaviour can be improved. This is stored in a folder in the Headteacher’s office.

For serious unacceptable behaviour, a child may be given an immediate fix-it form.

If a child receives a second fix-it form in a week, they will attend ‘Fix-it Friday’ at lunchtime where they will go through their forms with the Headteacher. The fix it forms will be photocopied and sent to parents for their comments. If a child receives two Fix-it Fridays in a row, parents will be invited to come to school for a conversation with the Head teacher to discuss the child’s behaviour. Fix-It Forms are an opportunity to understand that we can put things right and that we are always forgiven.

Some children may require individual behaviour plans which will outline the procedures to follow:

- If persistent inappropriate behaviour continues a Case Conference will be set up with parents and any relevant/ appropriate external agencies involved
- If a child needs to be removed from a situation that is harming/potentially harmful to the child/adult or other child, then the Team Teach restraint must be used by a trained member of staff to ensure the safety of those present. Serious incident forms/ bound book must be completed as soon as possible and parents informed.

Teaching Assistants:

- If a teaching assistant /lunchtime supervisor is dealing with a child in a 1:1 or group situation, they should follow the above procedure
- Once the TA has given warning or Fix-it, the TA must tell the class teacher as soon as possible and ensure that it is recorded on CPOMS
- If a child needs to be removed from the class due to problems (see above), a red card can be sent to the office to gain support from another member of staff
- TAs should not take children to the office area without first informing the class teacher.

Examples when a warning will be given:

- Talking in assembly
- Talking when a teacher is talking
- Not following a request from a teacher
- Being silly in class
- Throwing something in the classroom
- Being disrespectful /unkind to another child.

Examples of an immediate Fix-It-Form:

- Leaving the classroom without permission (unless previously agreed)
- Violence towards another person
- Deliberate swearing
- Scribbling on school property/books
- Destroying school property.

Occasionally, if unacceptable behaviour persists there will be a Fixed Term Exclusion this includes hitting an adult, leaving the premises without permission, persistent disruption, arson, carrying a dangerous item e.g. sharp object and swearing at an adult. For some children an individual Support Plan will be drawn up with the parents to support that child in school.

In the case of serious incidents of unacceptable behaviour, an investigation will be conducted by the class teacher and Headteacher. All records will be filed. Relevant parents/carers will be contacted promptly to notify them of the incident, and to offer/seek support. The school will notify the police and other relevant bodies, of incidents where it is appropriate to do so. All referrals to external agencies will be made by the Headteacher or SENCO (Special Educational Needs Coordinator).

The use of rewards and sanctions will be monitored to ensure that they operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in respect of SEN, and disability, race relations and gender equality.

The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

In very rare circumstances there will be a permanent exclusion from school.

NB. Any child with persistent SEMH (Social, Emotional and Mental Health) concerns will be placed on the school's SEN Register. A Pupil Profile will then be put in place, including a Thrive assessment action plan. Pupil Profiles are reviewed at least termly with the parents.

Behaviour Policy will also be followed at lunchtimes.

The expectations are:

- We eat our own food carefully and wait patiently until it is time to go out
- We clear our tables of all food
- We talk to our friends in peaceful voices.

The Role of Parents and Carers.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of positive behaviour. We provide on-going feedback in relation to children's behaviour through the class dojo reward system.

Early working relationships are established through meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. We have an open- door policy and parents are encouraged to come in and discuss any issues.

We encourage parents and carers to help the school by encouraging children to develop attitudes of self-respect, self-discipline and honesty. They should encourage children to complete homework regularly and to take pride in their learning.

The Role of the Headteacher:

- Is to ensure the health and safety of every child in her care, including having a rigorous Positive Behaviour Policy to support staff in managing behaviour
- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that children complete assigned work
- Regulate the conduct of children
- Publicise the school Behaviour Policy, in writing, to staff, parents and children
- Ensure the standard of behaviour expected of all children is included in the school's Home-school Agreement which parents must be asked to sign following their child's admission to school
- Acknowledge the school's legal duties under the Equality Act 2010 in respect of pupils with SEND.

Serious Incident Reports are monitored by our Link Safeguarding Governor. The findings, including any patterns of behaviour are reported back to the full Governing Body in the Headteacher's Report. Any more serious misconduct may lead to fixed-term exclusions and LA guidance will be followed in these exceptional circumstances.

The Role of the Governing Body.

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Headteacher in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body should:

- Through the Positive Behaviour Policy help members of staff better understand the extent of their powers and how to use them
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Training and Professional Development for Staff.

The school will provide appropriate training for all staff, to promote positive and consistent behaviour standards within the school. It will also ensure opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding. Use of reasonable force); inclusion and equality.

Specific planned/tailored training will be requested from the Behaviour Support Service to support any pupil referred to their team.

All ECTs are encouraged to access training in behaviour management.

Health and Safety and Safeguarding which includes behaviour management is a fixed item on the agenda of Staff Meetings.