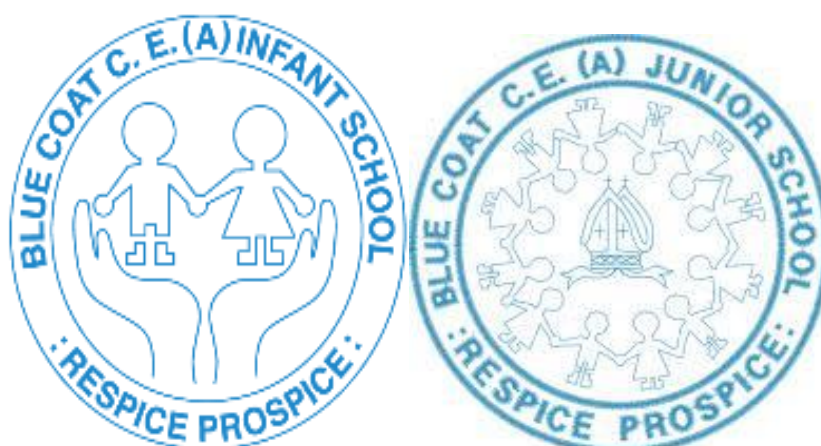


# Building Relationships - Positive Behaviour Policy 2022



<b>Author:</b>	L. Adlington-McArthur
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***Treat others as you want them to treat you.***

**(Matthew 7:12)**

The Governing body, staff and pupils seek to ensure that our schools are safe and caring learning environments where all children are supported to develop and maintain healthy relationships with peers and adults and to learn to take personal responsibility for behaviour.

We are a caring community whose values stem from our Christian ethos and we encourage a mutual respect for all. In all relationships in school we aspire to offer a model of the school values in action.

We are a Trauma and Attachment Aware school. We believe that through this awareness and the use of emotion coaching we are able to create an environment where learning can flourish and pupils feel cared for and listened to.

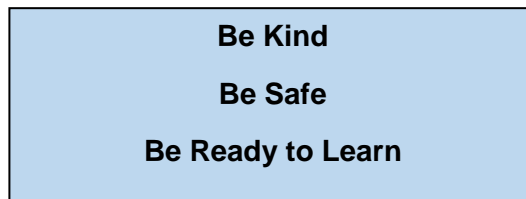
The behaviour policy is based upon the premise of Restorative Practice. This means we have High Aspirations for our pupils but will offer and High Support when this is needed. The Nurture Pyramid Model illustrated within the policy demonstrates a Universal Behaviour System that provides increased support where it is most needed.

## **Aims of the Policy**

1. To provide a safe, positive and purposeful learning environment for all pupils.
2. To promote respect for all members of the school community, their belongings and the school environment.
3. To provide clear expectations for behaviour within school, whilst moving between buildings, whilst on school trips and when participating in extra-curricular activities
4. To ensure consistency of expectations, rewards, consequences and sanctions within the school community.
5. To promote the resilience and well-being of all children and staff.
6. To outline a clear graduated response which identifies how children are supported to behave well.

## School Rules and expectations

We have three school rules:



Blue Coat Behaviour is driven by our values. These are: Hope, Generosity, Perseverance, Compassion, Courage, Humility, Forgiveness, Responsibility, Creativity, Thankfulness, Friendship, Respect, Justice, Peace, Truthfulness, Trust, Wisdom and Service.

The school rules are explicitly taught at the beginning of the Autumn term during assembly and PSHE time. In this way, every child in the Federation knows the standard of behaviour that we expect in our schools. Our values are taught on a three year cycle with a different focus each half-term. This ensures that all children during their time at Blue Coat gain a full understanding.

The schools use the 'Good to be Green' behaviour management scheme to ensure a consistent, positive approach throughout the Federation. We recognise that for some children, however, an adapted approach to Good to Be Green may be necessary. All approaches to behaviour management have the best interests of the individual pupil at heart.

Class Teachers manage rewards within the classroom. Within the classroom, a range of rewards are issued for example verbal praise, stickers, Dojo Points, pebbles in a jar or other rewards as decided by the teacher.

The Class teacher nominates individual children for roles of responsibility, to celebrate good choices and good work with other adults and celebration assemblies.

All staff across the Federation are guided by the following principles:

- Every child is unique
- All behaviour is communication
- Behaviour is a function of the interaction between a person and their physical and social environment
- Through their behaviour, children are trying to solve a problem not be one
- Children develop their social and emotional skills and ability to self-regulate in the context of secure relationships
- Children need their basic needs met, including physical and emotional safety, before they are ready to learn
- All children are different and a 'one size fits all approach' is not likely to be effective
- A child 'at risk of exclusion' is a child with unmet needs

## A Restorative Approach

The schools are learning communities and each one of us has a responsibility to be kind, be safe and to be ready to learn in order that teachers can teach to the best of their ability and children can achieve their full potential. Behaviours that do not support this will be challenged following a restorative model, reflecting on who has been wronged/ harmed, who is responsible and what needs to happen to repair the harm. A Restorative approach aims to strength the relationships between the children themselves and the staff who work with them. It aims to reduce conflict and help children to learn conflict resolution and relationship management.

There are **four** key features of the Restorative Approach:

**Respect** – for everyone by listening to other opinions and learning to value them;

**Responsibility** - taking responsibility for your own actions;

**Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;

**Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

We encourage all staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviours rather than the behaviour itself.

Children are supported to take responsibility for their behaviour and incidents of unacceptable behaviour are followed up with restorative conversations and restorative sanctions.

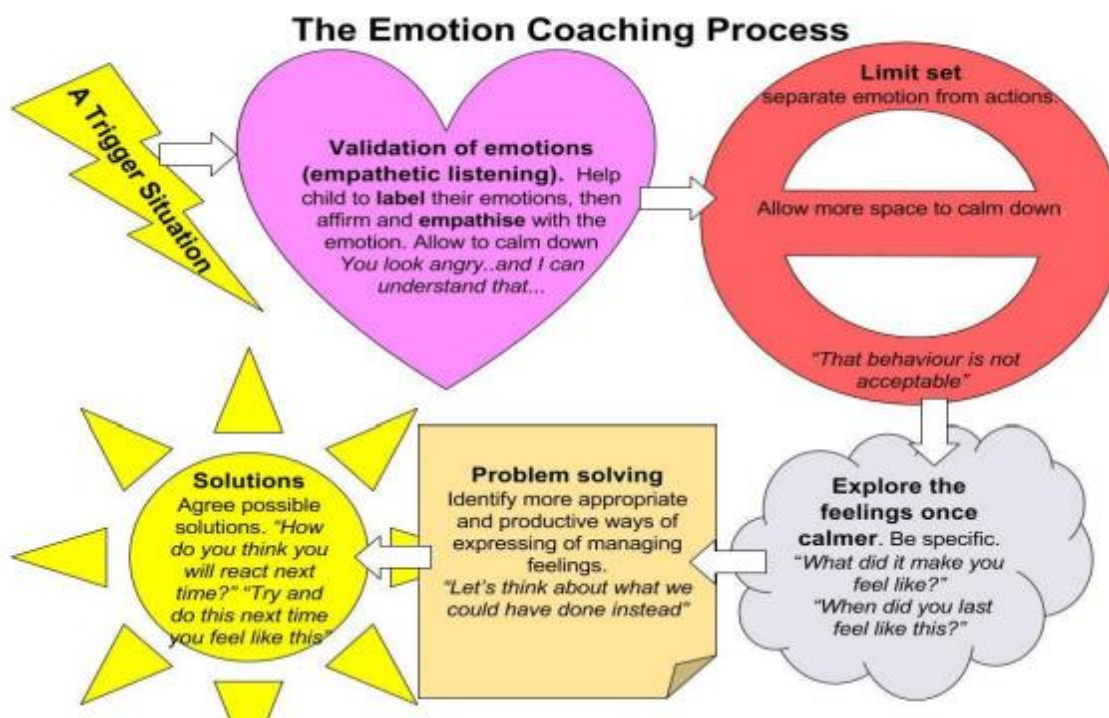
When the incident is minor or is a first offence, the restorative sanction may include making up lost learning time, contributing to the school community in a positive way or repairing the damage that has been done.

If the unacceptable behaviour is serious or repeated or the child is unable to work through the restorative process. Year Group leaders will become involved to support both the pupil and member of staff. Parents and carers will be informed of our concerns at this point and will be encouraged to support the child through the restorative process. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff as well as developing their values.

All behaviour is communication of an emotional need. Unacceptable behaviour can be an indication of unmet needs. The Inclusion Team seeks to identify whether there are any causal factors and to intervene early in order to reduce the risk of further incidents. In this situation, assessments and interventions from external services may be required and parents and carers are asked to give consent for this.

## Emotion Coaching

Alongside our Restorative approach all teaching staff are trained in Emotion Coaching. The Process of which is outlined here:

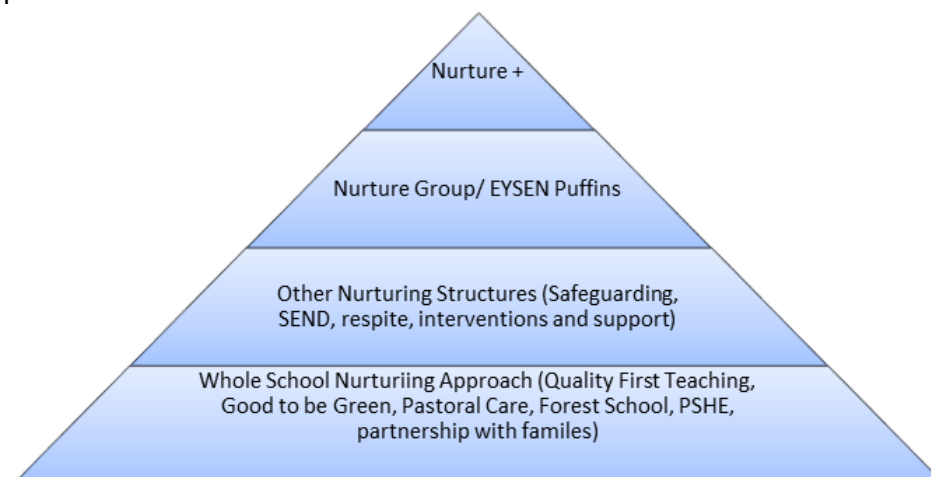


## High Expectations, High Support: The Nurture Pyramid

Additional support to address the needs of the child and to facilitate and embed change and successful re-integration may be offered through the Nurture Pyramid.

Nurture principles underpin the whole structure of support for behaviour:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is vital as a means of communication
- All behaviour is communication
- The importance of transition in children's lives



At a universal, whole school level a Nurturing Approach is embedded through Quality First Teaching Strategies, consistent systems. Rewards and Sanctions are influenced by pupil, parent and staff voice, regular whole school behaviour scoring to identify patterns, changes and need for intervention, regular opportunities for parents to work in partnership, Restorative Practice, Collective Worship and personal, social and emotional development opportunities.

For children needing additional support, Safeguarding, SEN, respite and preventative interventions are offered.

**ELSA** – Emotional Literacy Support is offered by specially trained Teaching Assistants. Usually accessed for six weeks ELSA interventions can help support children with a wide range of social, emotional, mental health and behavioural needs.

The EYSEN Nurture Group, is a structured and targeted intervention for children with significant language delay and social and emotional development needs.

The Primary Nurture Groups are structured and targeted interventions for children with social, emotional and/or behavioural difficulties and developmental needs.

Nurture Group + (Success Centre) is a structured and targeted intervention for the most vulnerable learners, providing intensive intervention and a Team Around the Child Approach.

## **Role of the Federation Leadership Team and the Inclusion Team**

It is the responsibility of the Federation Leadership Team to implement the behaviour policy consistently throughout the schools, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Federation leadership team to ensure the health, safety and welfare of all children in the schools.

The Inclusion Team supports the staff by implementing the policy, by delivering training and ensuring compliance with statutory requirements and by supporting staff in the implementation of the graduated response. The Inclusion Team keeps records of all reported incidents of unacceptable behaviour and internal consequences. The Inclusion Team are also the first port of call for parents requiring support for their children and families. The Inclusion Team can be reached via emailing [familysupport@bluecoatfederation.co.uk](mailto:familysupport@bluecoatfederation.co.uk)

The Executive Head Teacher has the responsibility for responding to individual children for serious breaches of the behaviour policy. When there is a serious breach or persistent breaches of the school's behaviour policy and allowing the pupil to remain in school may seriously harm the education and welfare of the pupil or others in the school. The Executive Head Teacher is also responsible for reviewing this behaviour policy in conjunction with the Governing Body.

## **The role of the Class Teacher**

It is the responsibility of the class teacher to manage the behaviour of the children in the class. The class teachers in our schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The teacher models the school rules for the children, 'be kind, be safe, be ready to learn'. The whole Federation follows the 'Good to be Green' behaviour management system and teachers keep records of behaviour and provide information

If a child's behaviour does not meet the expectations, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the

normal manner. However, if unacceptable behaviour continues, the class teacher seeks help and advice from a senior member of staff. They may need to liaise with other staff including the Inclusion Team or external agencies, as necessary, to support and guide the progress of each child. They report to parents about the progress of each child in their class, in line with Federation policies and may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher supports the consistent implementation of the Federation Behaviour Policy through effective liaison with teaching assistants, lunchtime supervisors, visiting clergy, volunteers and students.

## **The role of lunchtime supervisors**

Lunchtimes are a break from lessons for children. They are provided with choices of enjoyable activities to participate in. It is the responsibility of lunchtime supervisors to ensure that the school rules are enforced at lunchtimes, and that the children behave in a responsible manner.

Lunchtime supervisors use a range of positive strategies to promote responsible, safe behaviour. There are a range of sanctions that lunchtime supervisors can use if appropriate.

Lunchtime supervisors are supported by the learning mentor, class teachers and senior staff.

As an attachment and trauma aware school we are aware that lunchtimes and less structured times can be difficult for some pupils to manage. There are a number of 'safe spaces' across the Federation that children can access if they need time away or extra support. These areas include the Junior Library for quiet time, the Nurture room or the Peace gardens.

## **The role of the Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head Teacher in carrying out these guidelines.

The Executive Leadership Team has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Head Teacher about particular disciplinary issues. The Executive Head Teacher must take this into account when making decisions about matters of behaviour.



## Parents as Partners

Both schools work collaboratively with parents, to ensure children receive consistent messages about behaviour expectations at home and at school. We explain the school rules in the schools' prospectuses and parents read these and support them.

Parents and Carers are invited to Celebration Assemblies and events and contact home is made for good work and good choices. When a behaviour concern arises, we encourage parents and carers to problem solve with us. Parents are asked for consent to involve external support services to offer interventions or further assessments as an integral part of the graduated response to behaviour.

If parents have any concern about the way that an issue has been managed, they should initially contact the Executive Leadership Team. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Positive Behaviour Management, de-escalation and restraint

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Executive Head Teacher may use reasonable force to take control of an escalating situation. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary. Strategies to reduce risk may include, but are not limited to:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupil(s) to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons, e.g. scissors.
- Ensure that colleagues know what is happening and get help.
- Distract a pupil onto another activity.
- Give them the opportunity to move away from the situation to give them time to calm e.g. sending a child to take a message, requesting they leave the classroom
- Use of appropriate humour for some children.

Any response to extreme behaviour should be reasonable and proportionate. We have adopted a Team Teach approach to behaviour which centres around de-escalation of situations in the first instance though recognises that in a small number of cases physical intervention may be needed to prevent harm to the individual, others as well as to property. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.



Unless there is an immediate risk of harm it is the expectation that staff would call for a member of staff trained in Team Teach techniques to physically restrain a pupil.

Following a physical intervention, the child will be supported, parents will be informed and records will be kept. These include an entry onto our safeguarding system (cpoms) and the completion of paper records. These incidents will be reviewed by the Executive Leadership Team.

## **Bullying**

Any reports of bullying are taken seriously and investigated. Bullying in any form is not tolerated. Please see Anti- Bullying Policy for further information.

## **Homophobia**

Homophobia in any form will not be tolerated. All incidents will be classed as a serious incident and will be recorded and dealt with appropriately in line with the Anti-Bullying Policy.

## **Racism**

Racism in any form will not be tolerated. All incidents will be classed as a serious incident and will be recorded and dealt with appropriately in line with the Anti-Bullying Policy.

## **Monitoring Racist and Homophobic Incidents**

Racism and Homophobia will not be tolerated in any form and will be treated as serious harmful behaviour. As such, incidents will be recorded on our internal safeguarding system. Incidents are recorded as follows:

- 1) Internal Record – C-POMs entry created (completed by staff at all levels)
- 2) All incidents are monitored by the Executive Leadership Team and analysed for patterns.
- 3) External incident reports are completed for incidents judged to be severe or part of a pattern and a copy forwarded to Walsall LA.

## **Confiscation of inappropriate items**

If it is deemed that a child has brought an inappropriate item in to school, it will be confiscated by a member of staff. The item will be stored securely and can be collected by a parent at the end of the day. If a child brings an inappropriate item in, school cannot take any liability for damage or loss of confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items, lighters and toys/games/cards.

If a child is believed to have prohibited items with them, school has the power to search pupils (and their bags/belongings) without consent. This includes items that are likely to cause personal injury, commit an offence, damage property or pose a safeguarding risk to other pupils. Staff also have this power if it is an item stated in the prospectus as being against school rules.

## Conduct outside of the school grounds

The school's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.

## Special Educational Needs

For Children with Special Educational Needs, reasonable adjustments will be made when applying the behaviour policy, for example in managing behaviour linked to a specific diagnosis. When there is a serious breach or persistent breaches of the school's behaviour policy and allowing the pupil to remain in school may seriously harm the education and welfare of the pupil or others in the school, the school will work closely with the family and the Local Authority as far as possible to explore alternative solutions before considering exclusion.

## Monitoring

Class teachers keep records of behaviour. Class teachers share information relating to serious incidents with parents and carers and with the Inclusion Team. The Inclusion Team keeps records of all serious incidents.

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. He also 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 Governing Body to ensure that the school policy is administered fairly and consistently. They are also responsible for monitoring the rate of exclusions. The governing body reviews this policy at least every two years.

## Fixed-Term and Permanent Exclusions

When a child demonstrates behaviour that persistently disrupts the learning of others or commits a serious one-off offence that puts another member of the school community at risk of harm, the Executive Head Teacher has a responsibility to consider and respond to the needs of the individual and of the whole school community. Fixed Term exclusions may be given by the Executive Head Teacher for any of the following behaviours:

- Physical assault of another child
- Physical assault of an adult
- Verbal assault/ intimidation of another child
- Verbal assault/ intimidation of an adult
- Sexual misconduct
- Alcohol/ drugs
- Damage
- Theft
- Persistent disruption
- Persistent failure to respond to an adult's instructions
- Serious breach of safety

A Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for

one or more fixed periods up to a maximum of 45 school days in a single academic year.

The Restorative Approach is applied to reintegrate a pupil who returns to school following a fixed-period exclusion and to manage their future behaviour.

The aspiration is always not to exclude, however permanent exclusion may be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.