St Leonard's CE Primary Academy

Living and Learning Together with God's Help

DIOCESE OF
BRISTOL
ACADEMIES
TRUST

Behaviour Policy

Behaviour Policy

Sep 2024 - 2025

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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.
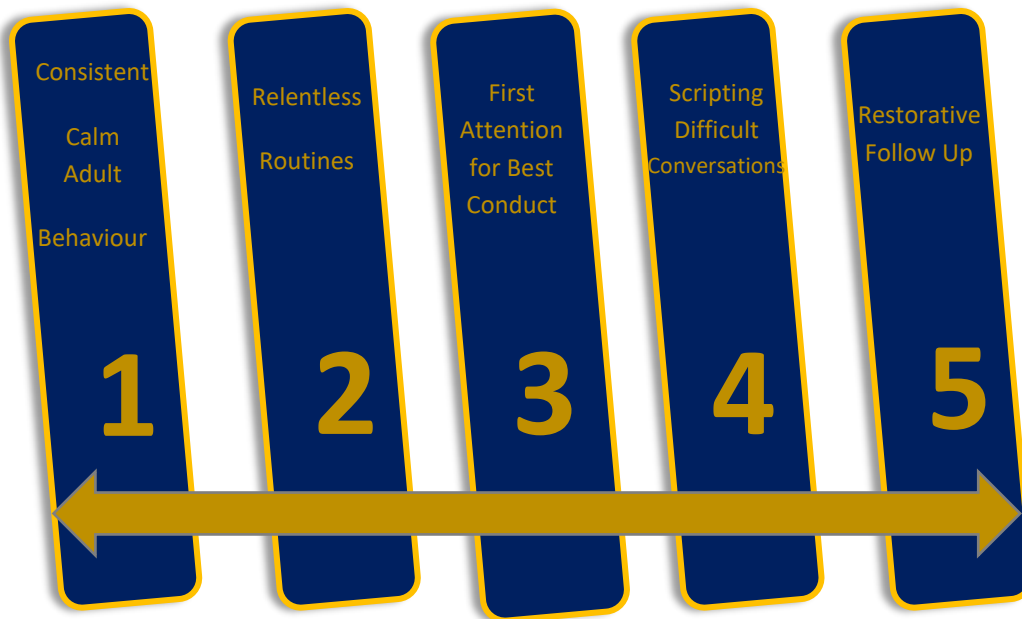
Aims of the policy
- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, 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
Consistent Calm Adult Behaviour	Relentless Routines	First Attention for Best Conduct	Scripting Difficult Conversations	Restorative Follow Up

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
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (eg, Recognition boards)

![St Leonard's CE Primary Academy — Living and Learning Together with God's Help](logo)

6. **Be calm** when going through the steps. Prevent before sanctions.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

2. 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

3. 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:

- 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.

If a child becomes so dysregulated that it seriously affects their mental health, they may be asked to go home to calm down in order to support their mental health. If this is the case, a full investigation will take place to determine the cause of such a deterioration in mental health and things will be put in place to support that child back to education and prevent this from happening again.

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 child on child 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

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<u>**Appendix A – St Leonard's CE Primary Academy (Behaviour Blueprint)**</u>

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

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

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

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?

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Appendix B

St Leonard's CE Primary Academy Scripts

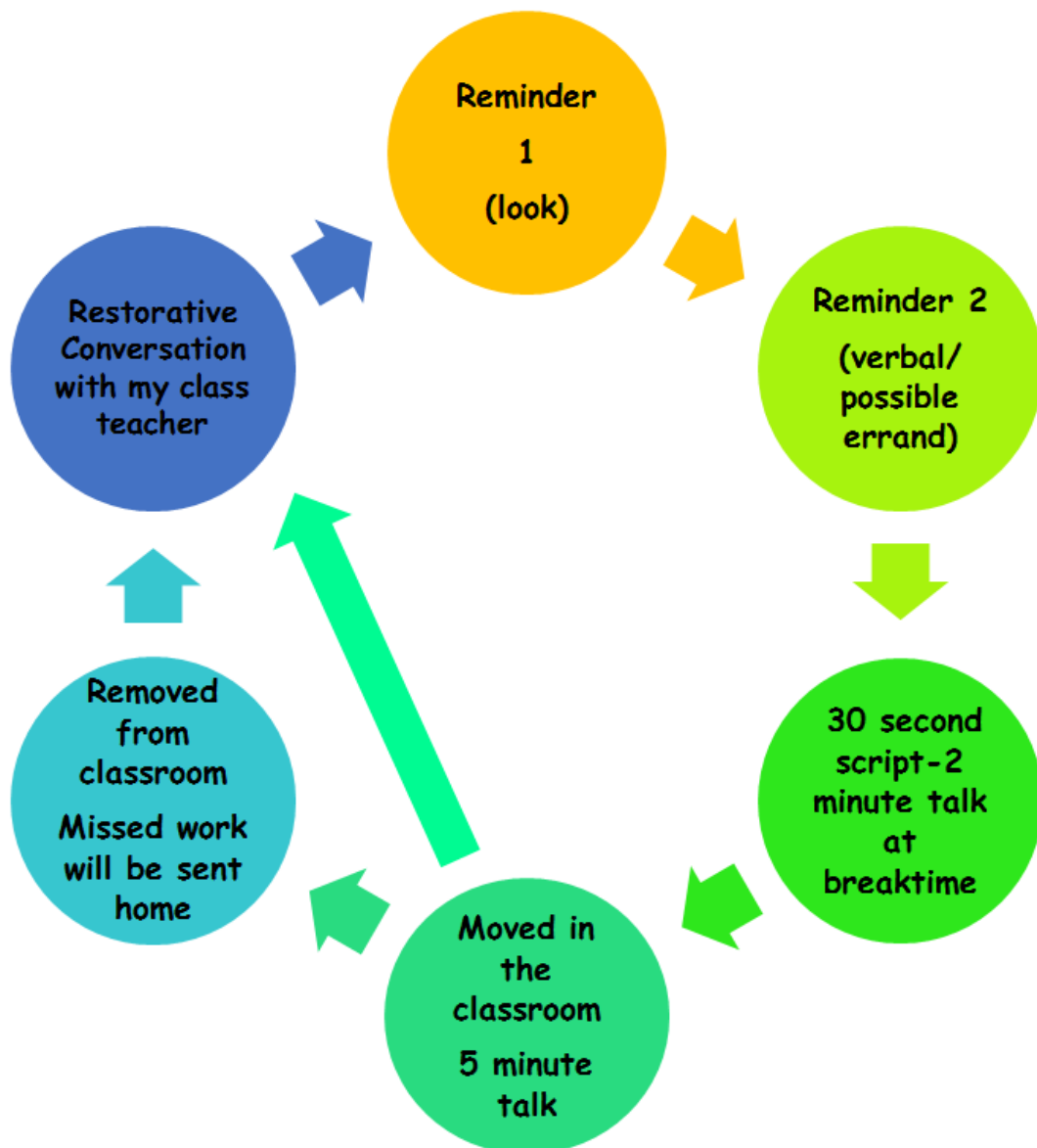We expect all staff to use some or all of the following scripts

I have noticed….
You know our rule about….
Do you remember when?.........
That is the behaviour I need to see

- 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 **then** 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

Reminder 1 (look)

Reminder 2 (verbal/possible errand)

30 second script-2 minute talk at breaktime

Moved in the classroom 5 minute talk

Removed from classroom Missed work will be sent home

Restorative Conversation with my class teacher

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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2021	All	New Policy	Following new KCSIE 2021 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network
August 2024	Page 13	Appendix D (Recognition Boards) removed	Appendix D removed – use of recognition boards

Policy Owner	**Education Directorate**
Date Adopted	**September 2021**
Review Date	**September 2024**
Level	**Level 2**

DBAT Policy levels:	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council