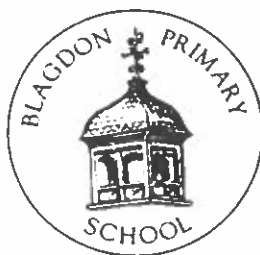


Blagdon Primary School



Positive Behaviour

Policy

Reviewed by	Jenny Campbell	February 2023
Approved by	Chris Mills	February 2023
Endorsed by	Local Governing Body (LGB)	March 2023
Next Reviewed:		February 2024



BEHAVIOUR FOR LEARNING POLICY

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values

RATIONALE

At Blagdon Primary School, we aim to Explore, Excite and Excel and we believe positive relationships are at the heart of this being achieved. We are 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 approaches are underpinned by our school values, focusing on respectful behaviour and a positive learning atmosphere.

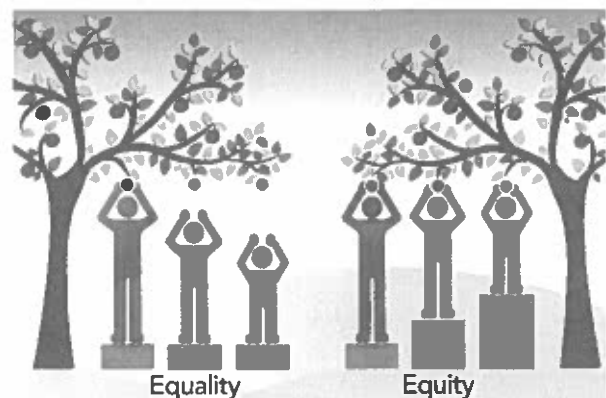
Central to the school's ethos on behaviour is the quality of the relationships between adults and pupils and the ways in which pupils and adults treat each other. We encourage everyone to take responsibility for their own actions, develop self-discipline, and have respect for themselves, others and the environment. Through this, we create a calm, happy, caring school, which enables effective teaching and learning to take place.

AIMS

To achieve our commitment to create an environment where exemplary behaviour is at the heart of productive learning we aim to:

- create a culture of exceptionally good behaviour: for learning, for community and for life;
- we define the attitudes we are looking for clearly persuasive language, accurate feedback
- ensure that we are all treated fairly, shown respect and good relationships are promoted;
- help learners take control over their behaviour and be responsible for the impact of their actions;
- build a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- encourage pupils to improve their attitude to learning and take time to listen and show interest
- create opportunities for success and avoid humiliation
- promote community cohesion through improved relationships;
- ensure that excellent behaviour is a minimum expectation for all;
- ensure the exclusions process is applied fairly and consistently;
- ensure the exclusions process is understood by governors, staff, parents and pupils;
- ensure all pupils in school are safe and happy.

Our underpinning philosophy is that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



PRINCIPLES

To achieve our aims, we have three guiding principles (for our pupils we refer to these as rules) which will apply to all of us in our community:

Be Safe

Be Ready

Be Respectful

Our pupils need role models. We recognise that as adults we should aspire to provide the right sort of role model in the presence of pupils. We aim to:

- maintain a high degree of professionalism at all times;
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of our learners;

Our Blagdon approach sets out the rules, everyday expectations and visible consistencies that children and adults follow. We aim for children to be praised publically and supported to reflect on poor behaviour privately. Our approach aims to be 'attachment aware' so we aim to **'Connect before we Correct'**. We aim to see meaning in behaviour.

PROMOTING INCLUSION

We recognise that for some children following our behaviour expectations are beyond their current developmental level. This may particularly be the case for children SEMH needs and/or with Special Educational Needs or Disabilities (SEND). These children may have bespoke behaviour plans put in place as reasonable adjustments. We may also liaise with other outside agencies if pupil display continuous disruptive behaviour. This is in line with our philosophy of equity.

Our Blagdon Approach

Our Rules

At Blagdon Primary, we aim to:

- Be Safe
- Be Ready
- Be Respectful

Visible Consistencies

Calm adult behaviours
Expected behaviours praised
Visual display of our class charters, put in place at the start of each school year.
Daily meet and greet
Classroom recognition boards

Graduated Approach

Reminder of our rules
Support to get it right
Opportunity to correct (helpful phrases)
Action - reflection/repair/restorative activity
Staff involvement and/or parental involvement
In extreme situations: Exclusion (fixed term / permanent – in line with DFE Exclusion guidance 2019)
<https://www.gov.uk/government/collections/statutory-guidance-schools>

Everyday Expectations

Quality audiences
Quality lines
Quality discussions
Quality learning

Over and Above Recognition

Golden assembly to celebrate achievement
House points
Jigsaw awards for a specific focus
Curriculum awards – stickers
Headteacher Certificates
Weekly Certificates
House awards

Helpful Phrases

I've noticed that you are feeling...
I wonder if you are feeling..., you are not alone.
This is what is happening, this may be what you are feeling (name it to tame it)
I can see that because you are...
We can sort this out
The consequence of this will be...
Do you remember when you (positive behaviour ...) last week?
That is the behaviour we need to see now.

Restorative Questions

What happened?
Who has been affected?
What could we do to put this right?
What have you thought since?
How can we do it differently in the future?

RESTORATIVE ACTIONS

We accept that children will make mistakes with their behaviour. This is part of growing up and developing socially and emotionally. In every situation, the school will use age appropriate sanctions within a restorative justice framework. A verbal reminder or discussion with an adult will deal with most mistakes. The school will always look to intervene at the lowest possible level to prevent unnecessary escalation and reducing the risk of further unacceptable behaviour. It is also important that school staff are consistent and fair, demonstrating that they have listened to all of those involved and taken into consideration the intent, the maturity and level of understanding of the children involved.

Reflect / repair / restorative action

- Giving time – to complete learning, support the class or wider community. This may include completing work at break, lunchtime or possibly at home
- Time out of class in order to reflect / repair / restorative action
- Completion of a reflection activity
- Reminder of school rules and expectations
- Actions that repair impact of behaviour
- Apology for behaviour – written or verbal
- Parental meeting

Exclusions for Unacceptable Behaviour

In the most serious cases, it may be deemed necessary to exclude a pupil. When deciding whether an exclusion is a necessary and appropriate sanction, the school follows the DfE statutory guidance on exclusions (see [Exclusion from maintained schools, academies and pupil referral units in England September 2017.](#))

No decision about exclusion will happen until an investigation takes place. The headteacher will make the decision and parents, the Chair of Governors and the CEO of the LSP will be informed as soon as possible thereafter. Following a fixed-term exclusion a reintegration meeting will be held for the child and his/her parents.

BULLYING

The school does not tolerate bullying of any kind.

The school will follow its anti-bullying (peer on peer abuse) policy for all incidents of bullying inside and outside of school. Incidents of bullying are recorded separately and reported to the local governing body on an anonymised basis as part of the termly Headteacher report to the local governing body. Incidents involving hate (discrimination including racism and homophobia) are reported to the local authority and the CEO of the LSP and recorded on the school Racial Incident Log.

APPROPRIATE HANDLING OF CHILDREN

Use of reasonable force – in line with guidance in KCSIE 2021

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

SEARCHING AND CONFISCATION

Any prohibited items found in pupils' possession may be confiscated this includes any item which is harmful or detrimental to our school aims and ethos. These items may be returned to pupils after discussion with staff and parents, if appropriate.

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

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

As a school, we may address misbehaviour under our behaviour approach when the pupil is:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and Governors every year. At each review, the policy will be approved.

This Policy should be read in conjunction with:

- Exclusion Guidance
- Safeguarding Policy and Procedures
- Anti-bullying Policy (Peer on Peer Abuse)
- Equality Policy
- SEND Policy
- DfE Use of Reasonable Force – Departmental Advice



Appendix

Various reflection sheets may be used. These will be age / stage and situation appropriate.
Further resources / reflection activities are available from the Learning Mentor.

My Behaviour Reflection

Name: _____ Date: _____ Class: _____

Today _____ had to speak to me about my behaviour

I was _____

I think I felt like this because...
I had been given warnings but I did not make a good choice.

My behaviour was disturbing my learning because

My behaviour was disturbing the learning of my class by

I will do my best not to behave in this way again because

To help me get it right I need

✂

Acknowledgement Slip

I have received my child's behaviour reflection sheet.

Child's Name:

Date:

Parents' Signature:

Reasons for my behaviour

Behaviour Reflectio

Name: _____

Date _____

Description of my behaviour

I have seen this reflection sheet and discussed...
Signed (teacher).....

Consequences of my behaviour

Plan for improvement

.....

.....

.....

Restorative Practice

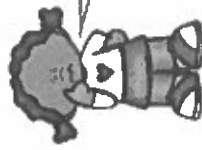
Reflect on your behaviour...



What happened?



What were you thinking about at the time?



What have your thoughts been since the incident?



Who do you think has been affected by your actions? In what way were they affected?



What do you need to do now to put things right?

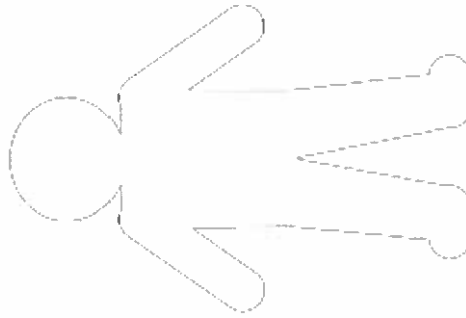
Anger Incident

Based on the 'Firework model of anger'

1. The Trigger
What happened?



4. The Firework
My body sensations

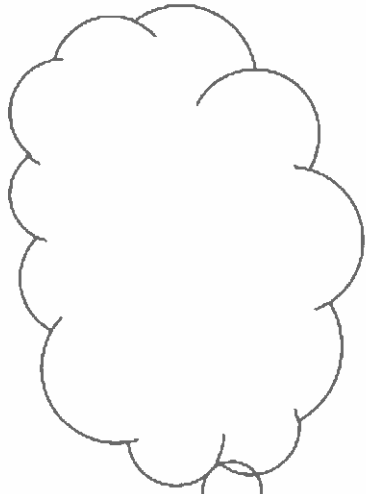


6. The Water
My calming strategy



3. The Scale
How big was my feeling? Number 1-5

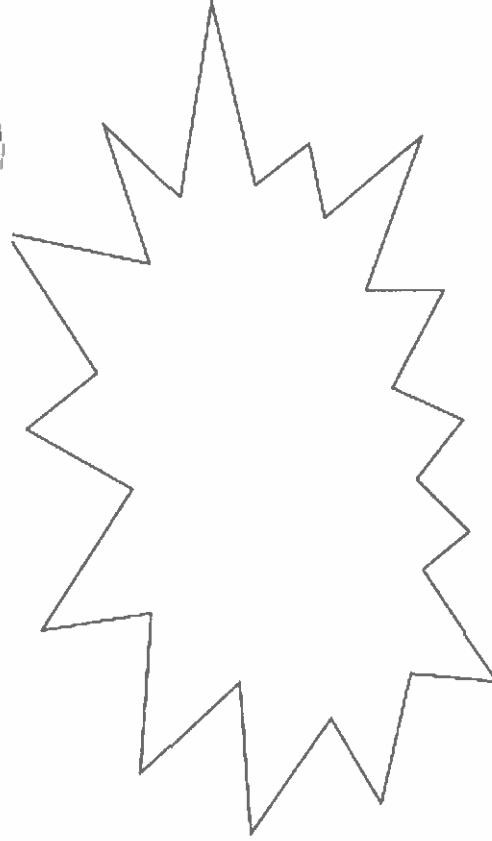
5
4
3
2
1



2. The Fuse
My thoughts and feelings



5. The Explosion
My actions, what I did



7. The Consequence
Who was affected by my anger? Could I have done things differently?



Appendix 2 - Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, 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