



Rooted in Love



# St Mary Redcliffe Primary School

## Behaviour Policy

**Type of Document: Policy and Procedures**

**DBAT Level: 2**

**Approval delegated to: Academy Council**

**Date Adopted by LB if applicable: September 2022**

**Review Period: 2 years**

**Next Review Date: December 2023**



## Contents

1. Introduction
2. Calm, Consistent and Kind Adult Behaviour
3. First attention to best conduct
4. Restorative and inclusive approaches
5. Peer on peer abuse
6. Children with SEMH needs
7. Bullying
8. Exclusions

### Appendices:

- A) School Behaviour Blueprint
- B) Restorative Process
- C) Behaviour toolkit
- D) When things kick off checklist
- E) Recognition board
- F) Class Dojo
- G) School Certificates
- H) Calming Strategies

## Introduction

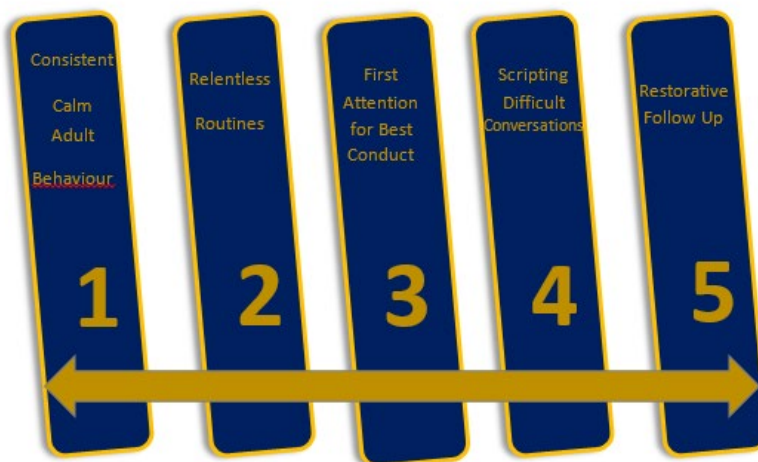
Diocese of Bristol Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our 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 Mary Redcliffe Primary School, 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).

### **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. Calm, Consistent and Kind Adult Behaviour

At St Mary Redcliffe Primary School, we believe that Calm, Consistent and Kind 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 Mary Redcliffe Primary School, 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 (Appendix A)

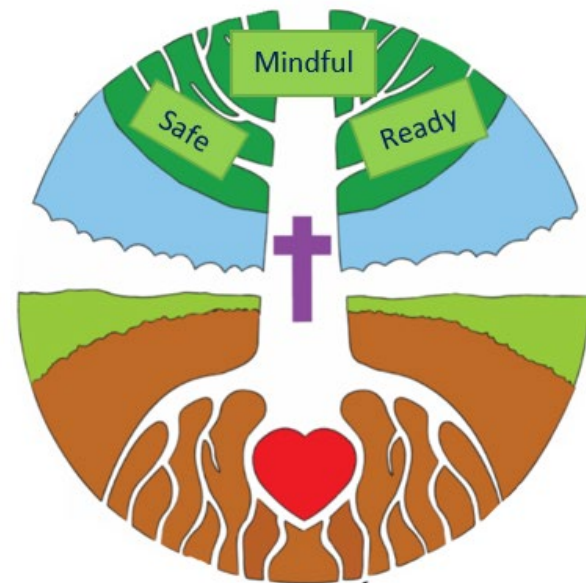
**A firm foundation means that we use the same rules and language in every classroom.**

**Rules**

**S** – Safe

**M** – Mindful

**R** – Ready





At our school we recognise the importance of providing clear rules underpinned by our values and vision.

### **Statement of Vision and Values**

At the foundation of all our decisions is our mission statement and our core values. As a culturally diverse school we embrace all religions whilst having Christianity at our core.

#### Vision

Our vision is statement is '*Rooted in Love*'

Psalm 1:3 (Good News Bible) 'They are like trees that grow beside a stream, they flourish in everything they do.'

#### Values

Our pupils are very aware of and live out the core values of the school. Pupils are curious and reflective about the world they live in and spiritual issues.

School Values: Community, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Hope.

#### Ethos

At St Mary Redcliffe Primary School, we adopt a nurture approach, this approach recognises **that positive relationships are central to both learning and wellbeing.**

The nurture approach also underpins our behaviour policy where our school rules are **safe, mindful and ready.** St Mary Redcliffe Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Routines are the cogs at the centre of all classroom practise. At St Mary Redcliffe Primary School, we recognise that where Calm, Consistent and Kind 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:**

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)
6. **Be calm** when going through the steps. Prevent before consequences.



Rooted in Love



**7. Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Please see Appendix A for our school's behaviour blueprint.

## **2. First Attention to Best Conduct**

At St Mary Redcliffe Primary School, 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 (Appendix C):

- Recognition Boards
- House Points
- Class Reward Systems (eg. Marble jars, lego towers)

## **3. Restorative and Inclusive Approaches**

At St Mary Redcliffe Primary School 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:

- Plenty of calm spaces around the school
- A dedicated pastoral team and continuum of SEMH Support
- Restorative Process (Appendix B)
- Play therapist
- The Bridge Counselling support
- Peer mediator support
- Lego Therapy

## **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 Mary Redcliffe Primary School provides the following in-school support for children with SEMH:

- Safe areas for children
- Pastoral Support Team and Program
- Angry and Anxiety Gremlin Cognitive Behaviour Therapy
- Trauma informed school
- School mental health support worker

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. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from the Bridge Counselling Service, Not Just Behaviour Support, Educational Psychologist, and our trained trauma-informed lead at SMRP.

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.

### **Peer-on-Peer Abuse and Bullying**

Peer-on-peer 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 to follow up after the Anti-Bullying week.
- During internet safety week, we cover 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.



Peer-on-peer 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 peer-on-peer abuse occurs, we always seek advice from Brooks Traffic Light tool, our Police Constable Support Officer and First Response.

At St Mary Redcliffe Primary School, 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 Peer-on-Peer 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.

Peer-on-peer 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) To promote awareness of bullying. St Mary Redcliffe Primary School takes part in the national Anti-Bullying week and have a program of PHSE lessons to follow up after the Anti-Bullying week. During internet safety week, we cover 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.

Peer-on-peer 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 peer-on-peer abuse occurs, we always seek advice from our Police Constable Support Officer and First Response.

At St Mary Redcliffe Primary School, 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 Peer-on-Peer abuse, 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



## Appendix A (Behaviour Blueprint)

This is how we do it here at St Mary Redcliffe Primary School.....

At St Mary Redcliffe Primary School, we have 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**

**S** – Safe

**M** – Mindful

**R** – Ready

### **Over and Above**

Praise

Recognition Board

House Points

Phone call home

### **Visible Adult Consistencies**

Meet and greet

First attention to best conduct

Calm and caring

### **Relentless Routines**

Magnificent Message – Greet each other every morning

Wonderful Walking – Walk through the school corridors quietly

### **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**

1. The Reminder

2. The Caution

3. Last Chance

4. Time Out

5. Restorative Conversation

### **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?

### St Mary Redcliffe Primary Scripts

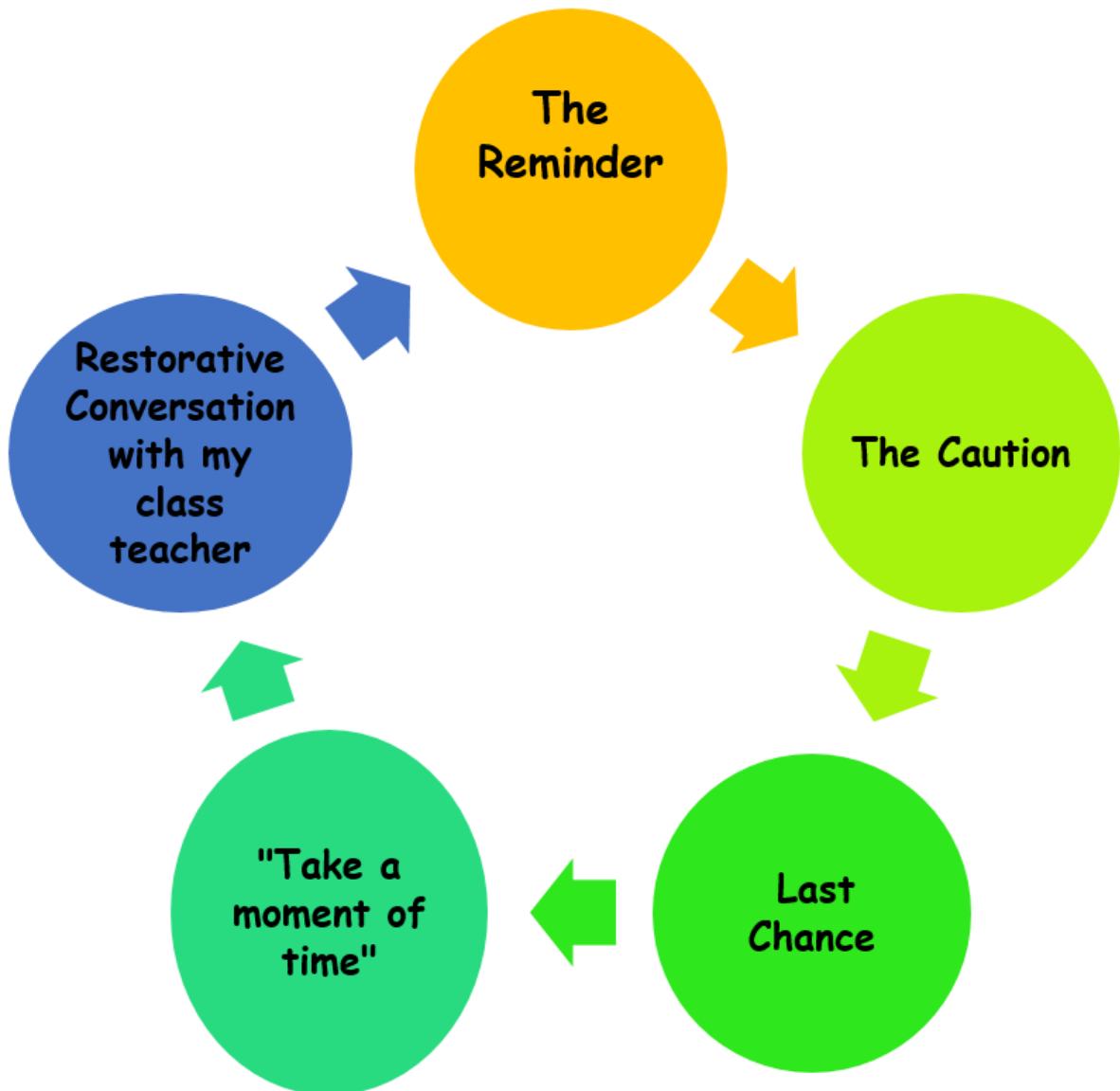
We expect all staff to use some or all of the following scripts

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

- 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 B

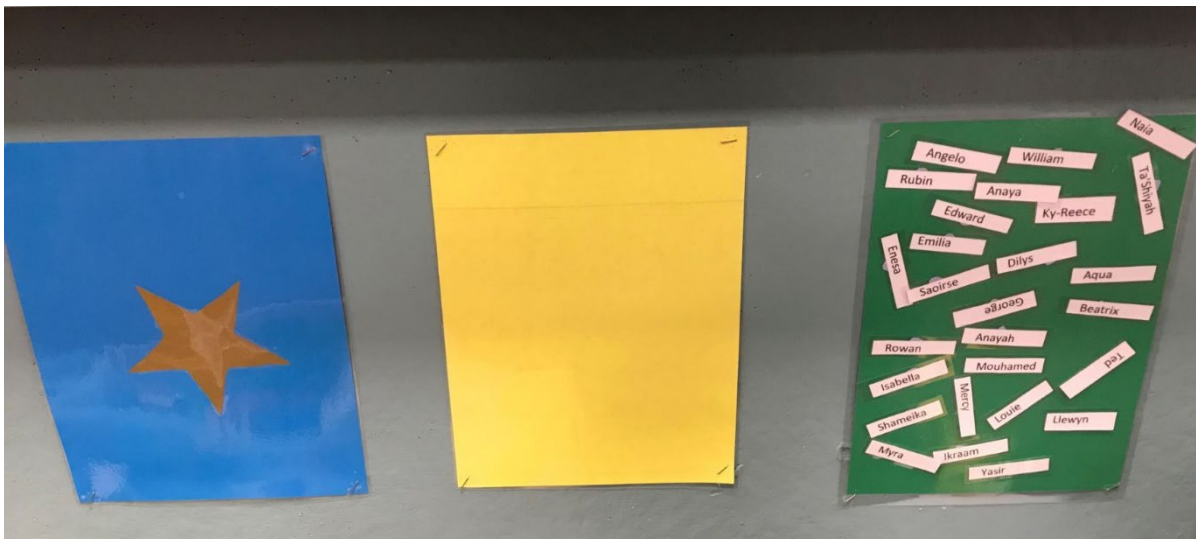
### Restorative Process



## Appendix C

# Recognition Boards

- All the children's names will start on the green circle.
- The children can move their name up to yellow when they show positive learning behaviours linked to the school rules. They can be identified by a member of staff or nominated by a peer.
- When the children continue to show positive learning behaviours linked to the schools rules, they can then move their name up to the 'star' chart.
- When a child moves onto a yellow or star chart they will be given a house point and can add to their whole class reward system (marbles, jigsaw, lego).
- When a child moves onto the 'star' chart, they can share their amazing learning with a member of SLT.
- The recognition board restarts every day.
- Children cannot move down the recognition board.



# House Points

- Every child is assigned a House
- Children will be in the same House as their siblings
- When the children move their name on the recognition board, they will be awarded a House point.
- The children will add their House points to a tally chart next to their House colours.
- At the end of the week, the House captains count up the points and send them to a member of SLT.
- The member of SLT collates the House points and declares the winner during celebration assembly.
- Each week, the winning House receives the House Cup which is draped with the winning House colours.
- At the end of the term, the winning House will have a non-school uniform day.

**Water**



**Earth**



**Fire**



**Air**





Rooted in Love



## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
Sept 2022	All	New Policy	Following new KCSIE 2022 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network



Rooted in Love



Policy Owner	<b>Education Directorate</b>
Date Adopted	<b>Sept 2022</b>
Review Date	<b>September 2023</b>
Level	<b>Level 2</b>
<i>DBAT Policy levels:</i>	
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