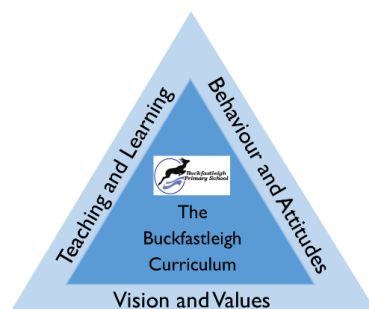


Behaviour & Positive Relationships Policy



Buckfastleigh Primary School 2022-23

All children deserve to be *'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'*.

In our school community we want to create a happy environment where children and adults can thrive. Each individual child is at different stages of social and emotional development and only through a reflective and adaptable approach to how we build positive relationships and manage behaviour will we be able to achieve an environment in which all can learn and develop as caring and responsible individuals.

The policy has been written in partnership with pupils, parents, staff and governors. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of everyone in the school community. Children have contributed to the behaviour policy through their involvement in the development of Class Charters and the reward systems we use in school.

Our Core Beliefs

- **Normalise good behaviour** - Behaviour is a mindset and every child can be successful.
- **Positivity and Praise** - Praising and a system of rewards increase children's self-esteem. A culture of positivity is far more likely to change behaviour than blaming and punishing.
- **Connection before correction** - Being aware of each child's needs and their individual circumstances helps us to manage challenging behaviour more successfully.
- **Restoration must follow a sanction** – Opportunities for restoration and reflection are crucial after things go wrong.
- **Every child, adult and space is part of the culture** – behaviour is not the responsibility of an individual, it is everyone's collective responsibility in every space at school.

Our approach to behaviour is set out in three areas. These support one another, provide the foundation for good behaviour at Buckfastleigh and are a key part of the Buckfastleigh Curriculum.

- Social, Emotional and Mental Health Support
- Rewards
- Sanctions

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Social, Emotional and Mental Health Support

The school is proactive and seeks to identify and teach the skills and strategies needed to manage situations before they arise. There is a focus on emotional health and wellbeing as this is paramount for building positive relationships. At Buckfastleigh, we have a systematic approach to the early identification of emotional need in children so that differentiated provision can be put in place.

- Pastoral Support
 - Adults understand children's emotional development and attune to their needs.
 - Whole class activities help promote the children's emotional wellbeing.
 - Children in need of support are identified and interventions are put in place.
- Jigsaw – Our approach to PSHE is designed as a whole school development tool. The well-structured PSHE mindfulness practice is built into every lesson, assemblies, our rewards system, and weekly celebrations, providing opportunities to bring the whole school community together, build relationships and enhance the positive ethos.
- Trauma Informed Approach – Our staff have been trained to understand the effects of trauma and this informs their practice and helps them to adapt to meet the needs of the children.
- Early Help 4 Mental Health (EH4MH) – We promote the '10 a day' model.
- Class and Playground Charters
 - Each class develops a shared vision, led by the children, of rights and responsibilities. This is underpinned by our Vision of '*Safe, Respected and Ready to step out into the World*'. Every class member, including adults, will sign this and it will be displayed in the classroom and sent home.
- School Council
 - Every year, each class will vote for 2 class councillors. This will be a democratic process, giving every child a voice in class. The chosen Class Councillors will sit on the School Council. School Council will be active in working alongside the Senior Leadership to make decisions and develop actions to make school a better place.
- Circle Time – As part of our Jigsaw PSHE provision, every class uses circle time on a weekly basis and where appropriate to address the needs of the children in class. Circle time may include team building activities, discussion and role play, giving every child a voice in the class.
- Family Groups – Children are put in one of four Family Groups with their siblings. Each member of staff is linked to a Family Group. Family Groups meet during the year for special events and trips. This promotes a connection between different age children and staff from across the school.
- Curriculum
 - Teachers plan inspirational lessons which motivate the children and capture their interests.
 - Learning is appropriately matched to the children's needs and is built upon the prior learning and understanding.
- Peer Mentors/Play Leaders/Reading role models
 - Older children are given responsibility to buddy younger children which creates a positive caring attitude towards others. Where a child may be struggling with an issue, peer mentors can be used to support.
 - Older children are play leaders on the playground for the younger children.
- MTA Partnerships
 - Mealtime Assistants are paired with a class to build the relationship between the class and an adult on the playground at lunchtime.
 - MTAs and class teachers liaise at the start and end of lunchtime to ensure all adults are aware of current needs of the children and incidents are passed on.
 - MTAs understand and can support specific individuals in their classes.

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Rewards

Positivity and praise underpins everything we are doing to reinforce the school's expectations and the learning behaviours that need to be encouraged. Praise can be given in a whole variety of ways and should be specific and meaningful. There must always be more praise than correction to prevent negative attention seeking. Reward systems are used through the school. All positive behaviour is celebrated in school and on Class Dojo, so parents can share in their child's success.

Children must not be offered rewards for good work or behaviour. They are given as a result of good work or behaviour. E.g. 'You've put in so much effort, here is a Class Dojo point.' NOT 'For a Dojo, who can tell me....?'

Rewards are systematic and link together to encourage good learning and behaviour at the levels of the individual and the whole class.

- Individual
 - Every class uses an online app called Class Dojo. Children earn 'Dojo points' towards their own avatar and parents at home are linked in and can see when their child has received positive reinforcement for good learning and behaviour. Rewards given are linked to the school values or specific targets classes are working towards.
 - Children earn a certificate as they hit a milestone of Dojo points.

Number of Dojos	Reward/Certificate
10 Dojos	Name read out in Celebration Assembly
25 Dojos	Wood Certificate
50 Dojos	Iron
100 Dojos	Bronze
150 Dojos	Silver
200 Dojos	Gold
250 Dojos	Emerald & Bronze Pin Badge
300 Dojos	Sapphire
350 Dojos	Ruby
400 Dojos	Platinum & Silver Pin Badge
500 Dojos	Prize & Gold Pin Badge

- Whole Class Rewards
 - Every class has a system for earning whole class rewards. These can be given by any member of staff or a visitor.
 - Individual classes may link a weekly target to this.
 - Individual classes have a target to work towards a whole class treat. This is decided by the class and can include things such as, a film, choosing afternoon, non-school uniform, class party, bikes and scooters. Systems could be; a marble in the jar, segmented picture, etc.
- Celebration Assembly
 - There is a celebration assembly once a week where presentations are made and children can share their achievements in and out of school.
 - Star of the Week – a certificate given to an individual and linked to our school values.
 - Behaviour Award – a certificate given out to an individual in each class who has shown outstanding behaviour.
 - Doodle Maths Certificates
 - Attendance Awards
 - Accelerated Reader Awards

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Sanctions

Adults are calm and fair at all times, helping individuals to understand their actions and take responsibility for them. When a child makes a wrong behaviour choice, adults and children need to recognise that we all make mistakes so an opportunity is given for behaviour to change and there is a chance to make amends. This must be done through a restorative approach.

The school understands that some incidents need to be dealt with on an individual basis. These might be persistent disruptive behaviour or a single significant event. This means that any follow up or sanction by a class teacher or SLT will be decided with reference to the school values and in a way appropriate to the situation. However, if the reward strategies outlined above are not having the impact, then the following apply in most situations:

	Action	Sanction
Stage I Most children in the school will stay within Stage I	Pre-warning	"If that behavior continues you will get a warning."
	1 st Warning	Child made aware that their behaviour is not acceptable.
	2 nd Warning	Timeout within class. A chance to reflect on their behaviour and work in another space in class. Every class must have a designated space in class where a child can get on with their learning, sit and reflect.
	3 rd Warning	Timeout in the next class up (unless it contains a sibling). This may or may not be with work. It is a chance for the child to reflect on their behaviour and come back to class positively. Timeout should not be for more than 10 minutes. Time out of class must then be made up at lunchtime in the Reflection Room with a member of SLT. A message will be passed to parents face to face or over the phone.
	<u>Any children who receive a 2nd or 3rd warning must have a restorative conversation with their class teacher outside of class time</u> <u>Children that reach 3 warnings in a morning will have a restorative conversation at lunchtime. When they come in after lunch they will start again.</u>	
Any behavior incidents resulting in a child spending time in the reflection room needs to be logged on CPOMS and recorded by a member of SLT. This is so the school is able to track effectively behaviour patterns and work closely with those children who need support in making better choices. Sometimes a teacher may feel that it is necessary for a child to have time in another class even if it is their first warning – it will depend on the incident and is down to the professional judgement of the class teacher. For significant behavior incidents, a child will be sent directly to a member of the Senior Leadership Team. In both cases, the child will go to the Reflection Room at lunchtime with a note message home and the behavior logged onto CPOMS.		

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Staff will make their own judgement about whether a child should stay inside during playtimes for a short time if they have not completed work to an expected standard.

At playtime and lunchtime, if a child makes a wrong choice, they will spend time on a bench next to a member of staff on duty outside. When playtime finishes, the child's class teacher is made aware of the situation and the behavior is then logged onto CPOMS depending on the circumstances.

With all behavior instances, we understand that some children need time to calm down before they can talk about the incident so any restorative conversations happen after this.

<p>Stage 2</p>	<p>Buckfastleigh Relational Support Plan</p>	<p>On the occasions when a child is consistently working through the warning system – Parents/Teacher/SENCo/SLT representative will meet to develop a plan to address the child's specific behaviour needs. Strategies will be specific for the child and the plan will be shared with all staff. Once provision through the plan is established, the RSP is stepped down and adjustments to provision are recorded through a SEND Learning Plan or equivalent.</p>
<p>Stage 3</p>	<p>External Agency Support</p>	<p>An additional layer that involves outside agencies. An external expert may come in to work with the school to provide support. They may meet with the individual child, class teacher, SLT and/or family.</p>
<p>Stage 4 (Stages 3 and 4 may be in a different order depending on situation)</p>	<p>Suspension of up to 5 days.</p>	<p>This is used for continuous disruptive behaviour over a period of time or a one-off incident which is considered dangerous or completely inappropriate (see Devon County Council notes of guidance). The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the chair of Governors, and parents have a right of appeal to the governing body. A child is removed from school for a fixed period. Work is set to do at home during normal school hours. School works on strategies to help the child to return to school. This is communicated during the reintegration meeting.</p>
<p>Stage 5</p>	<p>Permanent exclusion</p>	<p>This is only used in extreme cases after other forms of exclusion may have failed to solve problems of behaviour with a child. It must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the disciplinary committee of the governing body.</p>

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