



Church of England Academy

BEHAVIOUR POLICY

‘Loving to Learn, Learning to Love’

Adopted :	September 2018
Reviewed :	September 2019,2020,2021,January 22
To be Reviewed :	September 2022

Fishponds Church of England Academy strives to be a fully inclusive school. Our Vision statement is '**Loving to Learn, Learning to Love**' and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

'Love is patient and kind; love does not envy or boast; it is not arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful,^[b] ⁶ it does not rejoice at wrongdoing, but rejoices with the truth. ⁷ Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 -7 Bible ESV)

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school and wider community:



We at Fishponds Church of England Academy recognise that behaviour is a form of communication, with negative engagement often suggesting an underlying need for support, that is possibly not being met. We endeavour to unpick barriers to good behaviour and support pupils by teaching learning behaviours and self-regulation.

To help our children we will foster a nurturing and **loving** environment built on **truth, generosity, patience, kindness, trust, respect** and **forgiveness**; for and of each other. The school will provide a safe environment where all will be **encouraged** to do their best. We will treat all our children as individuals and **persevere** to meet their specific needs to ensure that all can access the curriculum (**justice**). We will give each of our children **hope** that they can be successful and prepared for their future journeys.

There needs to be a whole-school, shared understanding of behaviour support, to ensure that all stakeholders are able to support our pupils in a consistent and effective way. We want our children to manage their behaviours effectively which will enable them to live harmoniously (**with love**) within our diverse and multi-cultural world.

Policy statement:

This policy should be read in conjunction with the **Equalities Policy, Anti-Bullying Policy** and **Safeguarding Policy** available on the school website. Reference should also be made to Keeping Children Safe In Education, 2021 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf) and the DFE document on sexual violence and harassment, 2021 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SV_SH_2021.pdf)

At Fishponds Church of England Academy, we believe in positive management of behaviour through reinforcing and praising good behaviours, reflecting our school values and encouraging the children to take responsibility for their own actions. The school believes in the value of quality social, emotional education. Within the school curriculum there are many opportunities to promote positive behaviour and to explore how our behaviours impact others, most specifically through Collective Worship, Circle Time, PSHE lessons and Celebration Assembly. Tuesday's Collective Worship is led by a member of SLT who addresses a core value and links this to social interaction and self-reflection as part of the children's deeper spiritual understanding. This is then followed up in Class Collective Worship. Friday's Celebration Assembly praises individuals and groups that have gone 'Above and

Beyond'. Awards are based on effort so that ALL children are included. The assembly includes reflections on behaviours, specific whole-school targets and celebrations from the week. The school has also adopted the Jigsaw (PSHE) scheme of work: one of the chief aims being to create a school community based on good relationships.

Aims for behaviour:

- To develop a sense of self-discipline and self-worth
- To develop children's understanding and awareness between right and wrong
- To develop the children's sense of responsibility and an understanding that all actions have consequences that impact on themselves and others
- To ensure that all children have a voice and can discuss and identify different perceptions through restorative conversations
- To develop a shared responsibility towards the management of behaviour across the school
- To develop consistent expectations of behaviour so that children feel safe and are free to learn and play together
- To provide a clear framework for rewarding good behaviour and for sanctioning unacceptable behaviour in a fair and consistent manner
- To ensure that our school vision and values are demonstrated in everyday life at Fishponds Academy
- To ensure each child has a fresh start after consequences have been given
- To keep children safe from mental or physical harm

Fishponds CE Academy's 3 rules:

These are the expectations we have of all our pupils and staff and of every visitor to the school:

1. Be respectful
2. Work with pride
3. Act with love.

Celebrating good engagement and behaviours for learning

The majority of behaviours experienced in school can be managed through good teaching, staff as effective role models and time for children to talk about their emotions. Children receive praise throughout the day at Fishponds CE Academy: from smiles, thumbs up, a well done to stickers, certificates and positive notes home. We believe that good relationships are the key to good behaviour. All behaviour is a form of communication and it is important that we listen to pupils and acknowledge their feelings, however they communicate them to us.

<u>Good behaviour</u>	<u>Excellent behaviour for learning</u>	<u>Demonstrating school values and learning skills</u>
Pupils showing good behaviour will be rewarded throughout the day with positive recognition strategies e.g. name on the board, stickers, responsibilities, marble in the jar etc.	If pupils show exemplary behaviour, they will be awarded 'superstar' status and get a sticker to wear or take home.	Children also receive certificates for demonstrating the term's value and 'learning to learn' focus. They can also receive learning to learn stickers. All certificates are awarded on a Friday in our Celebration Assembly.
On a Friday, the whole class receive special time to celebrate their achievements for the week.	Those showing incredible effort can receive the 'Above and Beyond' award in our Celebration Assembly.	
	Children can receive phone calls or notes home.	

Values and 'Learning to Learn' skills:

As a school we also recognise the importance of teaching learning behaviours. We have developed our curriculum to include a strong 'learning to learn' aspect, which aims to develop children's behaviour for learning and therefore develops positive behaviours within our school environment.

The children are also recognised and rewarded for demonstrating our school's values in their learning and relationships around school. Children can receive certificates for following the school values and the 'learning to learn' skills.

'Learning to Learn' skills:

- Resilient racoons
- Reflective orang-utans
- Creative crows
- Communicative cockatoos
- Collaborative meerkats
- Risky robins

Values:**Special Time:**

Each class receives 'Special Time' on a weekly basis. This is an opportunity to celebrate the team efforts of the class. Every child in the class participates in 'Special Time'. During this time, the children can choose from a variety of games and craft activities. They are encouraged and supported to play in groups or pairs and to ensure all children in the class enjoy their 'Special Time' by taking turns, sharing and problem-solving together. Throughout the session, the teacher acts as a mediator and model. They may choose to join in with children who have struggled to manage their behaviour to further build upon and restore relationships.

Positive recognition boards:

Children are recognised for their positive behaviour. Each class works on individual team targets and comes together collaboratively to earn positive recognition – this may be done through names on the board, points, adding pieces to a class construction, faces on the proud cloud etc. The aim is for every child to get recognised for helping the class to achieve their target. Once every child has shown this, the class will come together to celebrate – this may be a silent cheer, a class brain break, a marble in the jar etc. The aim is to encourage the children to work collaboratively and to feel proud of their achievements.

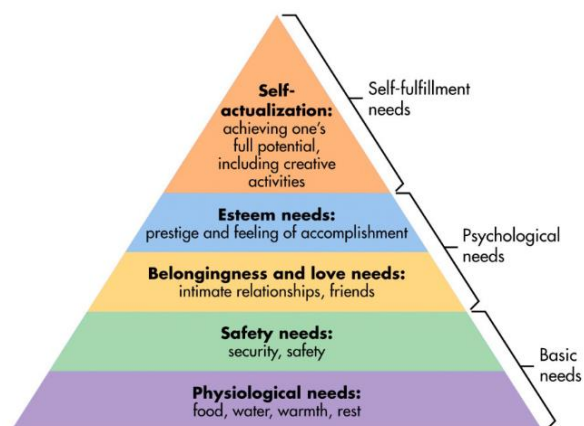
Superstar:

If a pupil shows exceptional behaviour for learning, they are given 'superstar' status that day. These children receive a super star sticker to take home.

Above and Beyond:

Each week, a child or group of children are chosen from each class to receive an 'Above and Beyond' award in our Celebration Assembly. These are awarded to children who have gone above and beyond normal expectations during the week.

Barriers to good engagement



All children struggle to engage at some point in their school life. This may be a temporary barrier or a deeper, more persistent problem that they need support in addressing.

We use Maslow's hierarchy of needs to help us identify the barriers to engagement. These barriers may come from illness, special educational needs, circumstance or other events in life.

Once we have identified the barriers, we can work with children to explore their needs and improve engagement.

Consequences and restorative actions

The system we use to manage consequences has been adapted in order to provide a more private, fair and consistent approach across the whole school. If a child causes disruption to learning or breaks the school rules, they will start a process of warnings and steps. We believe that most behaviour issues should be dealt with by the teaching staff involved, and should be private and personalised for the specific individual: this is where relationships are key and we ensure relationships and dignity are kept intact.

At Fishponds CE Academy, children receive *three* warnings about their choices – these are delivered privately where possible. In some instances, the behaviour may be serious enough that it would not be appropriate to give warnings and a child would need an immediate time out, park and repair, or exclusion: for example, damage to property, harm to self or others etc. Similarly, there may be occasions where warnings or steps can't be delivered privately due to the circumstances surrounding a situation, for example if a person was in immediate danger.

The table below outlines and explains the three warnings, followed by the three steps and general actions taken at each stage:

How will we respond when a pupil struggles to engage?	What restorative actions will take place?	How will we track it?
Reminder	<ul style="list-style-type: none"> The child is given a private reminder They'll be reminded of the school rule they need to follow and told what they need to do. 	N/A
Caution	<ul style="list-style-type: none"> The child is given a private caution. They'll be reminded of the school rule they need to follow and told what they need to do. Positives will be used to help the child get back on track. The child will be given take-up time to make a choice 	N/A
Last Chance	<ul style="list-style-type: none"> The child is privately told that this is their last chance The teacher delivers Script 1 (see below for more details) The child will be given take-up time to make a choice 	N/A
Time Out	<ul style="list-style-type: none"> The child will take time out of the 	N/A

	<p>classroom, where the teacher will deliver Script 2 (see below for more details)</p> <ul style="list-style-type: none"> The child will be reminded of the consequence, if they do not make the right choices Positives will be used to help the child get back on track. <i>Those with additional needs may use 'The Zone' at this point (see below for more details)</i> The child should be back in class after about 5 minutes. 	
Park and Repair	<ul style="list-style-type: none"> If a child continues to make the wrong choices, they will need to work away from the rest of the class (on a separate table inside the classroom or outside the classroom with supervision). The child will need to speak to the teacher for 5 minutes during their break time, lunch time or at the end of the day. A restorative conversation will take place (see below for more details) Parents/Carers will be informed and the incident will be recorded. 	<p>Teachers to record the incident as a 1 with a brief comment on the behaviour tracker</p> <p>The incident may be logged on CPOMS if a member of staff feels it is necessary</p>
Internal/External Exclusion	<ul style="list-style-type: none"> If a child will not work away from the rest of the class or has shown a serious misconduct, a member of SWLT will be called and the child will work away from their class. An internal or external exclusion will be issued, depending on the circumstances (see below for more details). A restorative conversation will take place with the child before they return to class. 	<p>Teachers to record the incident as a 2 on the behaviour tracker</p> <p>The incident must be logged on CPOMS with the internal or external exclusion category selected.</p>

Scripts:

We are currently trialling the use of scripts at Fishponds CE Academy. Using scripts helps to ensure relationships are kept intact and that there is consistency in the way that behaviour is dealt with across the whole school. The scripts provide a structured approach to dealing with unwanted behaviours, in a quick but clear and calm way. They end with a positive and are followed by time for the child to reflect on their choices. Our scripts are adapted to suit the age and needs of the child but usually follow a structure similar to this:

Script 1:	Script 2:
<p>I've noticed....</p> <p>I need ...</p> <p>If you choose to then you will need to take time out to think about your choices.</p> <p>Remember when that's what I want to see today.</p> <p>Thank you for listening.</p>	<p>You know I need you to</p> <p>If you do notyou will need to spend 5mins at break/lunch/the end of the day, discussing it with me further.</p> <p>I know you can do it – you did brilliantly when</p> <p>Show me the I know who</p> <p>Come on, let's do this.</p>

Restorative Conversations:

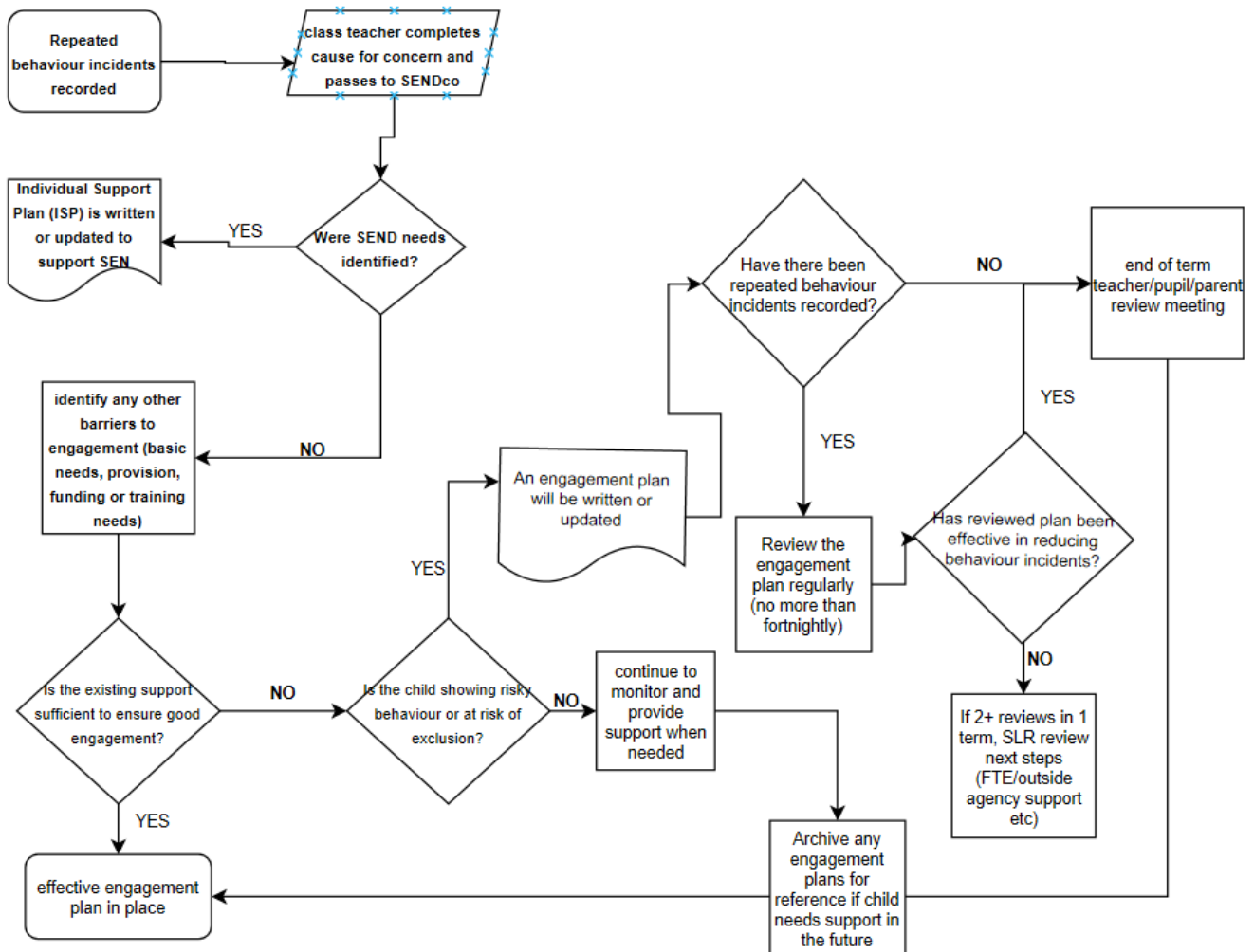
If a more serious incident has occurred, we use restorative conversations to help children reflect on their choices and to have the opportunity to be open and explain their own perceptions of the incident. This allows children to be a part of the restorative process: making things right, setting targets, agreeing on consequences and having a sense of closure so that they are able to move on. We also use restorative conversations regularly to fix fall-outs between children, where the teacher acts as a mediator and allows all parties to have their say (Appendix B).

The Zone:

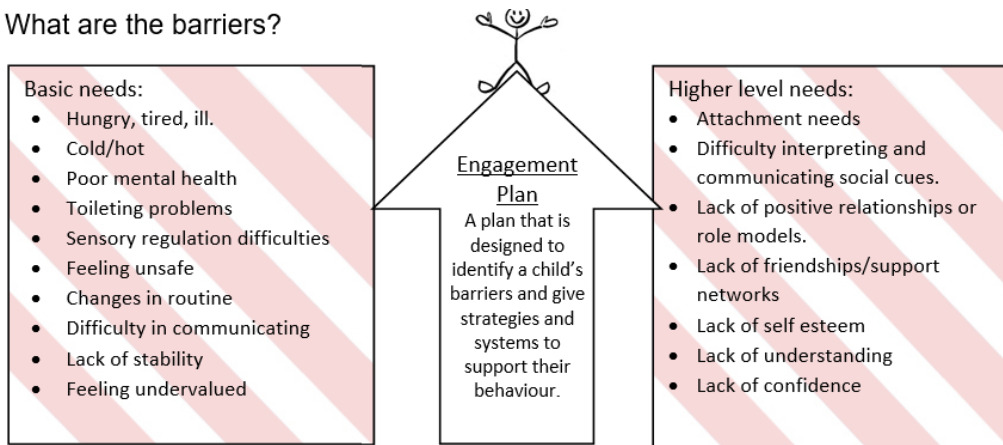
The zone is a room in our inclusion corridor where children with additional needs or those having a particularly difficult day, are able to come to self-regulate their emotions so that they can manage their behaviours within the classroom. It is set up with activities available for self-regulation and children with permission can visit the zone to use supportive strategies, with a member of the inclusion team there to support. Children that use the zone regularly are likely to have an Engagement Plan (see below for more details).

Engagement Plans:

A pupil may cause concern in their engagement and behaviour if they are consistently reaching the ‘Park and Repair’ or ‘Exclusion’ stages of our behaviour system. If a child is causing concern with their engagement and behaviour, the class team will identify the concern and pass it on to the inclusion team, using CPOMS. The behaviour team will then follow the process below and support the class team in planning for improving engagement. At all stages, staff, pupil and parent/carer voice will be considered, to agree on appropriate provision. An engagement plan is a working document that is reviewed every term (see Appendix A).



What are the barriers?

**Exclusions:**

At Fishponds, we ensure that concerns for behaviour receive early intervention and that strategies are in place to support pupils, reducing the need for exclusion. However, in exceptional cases, exclusion from school is necessary to ensure that pupils are safe and able to access their learning.

Internal exclusion: An internal exclusion is given following persistent disruption to learning, breaking of the school rules or for a serious incident. An internal exclusion means that the pupil works away from their class, and may have a separate play or lunchtime from their peers. Internal exclusions can last for the rest of a session, morning, afternoon or whole day, as decided by the behaviour team, depending on the circumstances.

External exclusion: An external exclusion (also referred to as a suspension) will be given when, even with the appropriate support in place, a child acts in a manner that causes persistent disruption to learning or causes harm to themselves or others. The pupil will need to do their learning from home for a fixed period of time, agreed by the Senior Leadership Team and dependent on circumstances.

Internal and external exclusion to another school: Sometimes, a choice will be made for a child to have their exclusion at another school in the Bristol DBAT hub. This decision will be made with the behaviour team and parents of the excluded child, depending on the circumstances.

Permanent exclusion: A student may be permanently excluded 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.

Positive Handling:

Sometimes, a physical intervention is required to keep children safe. We have key members of staff throughout the school who receive regular training (through Team Teach - <https://www.teamteach.co.uk/>) to carry this out. Positive handling strategies are only used when it is in the child's best interests e.g. to keep them from harm. Parents/carers will be informed if positive handling is required and the incident will be logged on CPOMS and on a positive handling form (see appendix D). If a child regularly requires positive handling, the strategies for this will be detailed on their engagement plan.

Reporting and monitoring

Behaviour will be regularly monitored and reported on by the behaviour lead. This reporting will inform the ongoing strategic plan for the engagement and behaviour of pupils. Teaching staff are required to report 'Park and Repair' and 'Exclusion' incidents using the school's tracking system, so that monitoring can take place. If an exclusion is issued or a member of staff has a concern about a child's behaviour, they may also log it on our secure, safeguarding software 'CPOMS'. As part of the behaviour report, incidents involving protected groups, bullying or peer on peer abuse are also logged, explored and monitored to ensure repeat incidents are prevented and that children are given extra support when needed.

Playtime and lunchtime

Play times are monitored by classroom staff. Any behaviour is dealt with as it emerges. If there needs to be a follow up, the staff should deal with it in the break where possible, so that the impact on the following lesson's learning is minimised. The staff may use the behaviour warnings or steps to support them in this, if necessary. Classes and individuals are rewarded with positive recognition during playtimes.

Lunchtimes are monitored by Lunchtime Supervisors (SMSAs). Children are rewarded with positive recognition and lunchtime stickers. If a pupil is not following the school rules during lunchtime, they may need a simple reminder or the SMSA may need to hold a restorative conversation with the child about their choices. Certain behaviours or incidents are recorded on a tracking sheet (see Appendix C) as 'step 1' or 'step 2' and are monitored by the behaviour team. If a serious incident occurs during lunchtime, the behaviour team may get involved if necessary.

Engagement Plan

Name:

Class:

Date:

What are they trying to achieve with their behaviour?	What are their strengths?	What are the barriers to good behaviour?	
Behaviours (Describe what the behaviours look and sound like)		Triggers (Describe common behaviours/situations which are known)	
Targets that this plan supports 1. 2. 3.			
Proactive/Supportive strategies •			
Primary de-escalation strategies for low-level disruption •			
Secondary/Reactive strategies •			
Positive handling strategies			
People involved (delete as appropriate)	Name	Signature	Review Dates:
Teacher:			
Teaching assistant:			
Parent/Carer:			
Parent/carer:			
SENCO:			
Senior Leader:			
Other:			

Date	What aspect of the plan needs reviewing?	Description of changes made
30/11/18	Eg. Addition of triggers	Eg. Added 'not having breakfast'



Restorative Conversation:



Everyone gets an uninterrupted turn

What has happened?



How do you feel about what has happened?



What do you need / what needs to happen to make it better?



Are there any other consequences?



Appendix C – lunchtime tracking slip:

Fishponds Academy lunchtime slip

Name: Class:

Step 1 – have a restorative conversation with an adult and any other children involved – 5mins time out if needed

- Throwing food
- Being impolite
- Interfering in others games
- Rude/not listening to adult
- Not following adult’s instructions
- Other

Step 2 – have a restorative conversation with an adult and any other children involved – 5mins time out. Please inform a member of SWLT if necessary.

- Physically hurting others, punching, kicking hitting etc. (inform SWLT)
- Throwing stones/dangerous items
- Verbal abuse/swearing
- Racist, homophobic, disablist comments (inform SWLT)
- Peer on peer sexual abuse (inform SWLT)
- Spitting
- Other

Signed:

Date:

Positive Handling Required

Child's Name:

Date of incident:

Staff Members involved:

Has the incident been written up onto CPOMS with the positive handling category ticked?

Have a member of SLT and the child's parents/carers been informed?

Which de-escalation strategies were used?

Verbal advice/support	<input type="checkbox"/>	Distraction (e.g. we don't need to do x now, let's do y instead)	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take-up time	<input type="checkbox"/>
Acknowledge feelings	<input type="checkbox"/>		
C.A.L.M talking/stance	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Withdrawal (requires staff/ carer observation)	<input type="checkbox"/>
Choices/ limits	<input type="checkbox"/>	Safe place (cool off) offered Time allowed out for calming down or cooling off period with limited adult interaction	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Different adult	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	Success Reminder	<input type="checkbox"/>
Others?	<input type="checkbox"/>		

Tick which positive handling strategies were used:

- Caring Cs with one elbow to escort away
- Caring C with 2 adults to escort away
- 2 adult hold – elbow and wrists – use hips to keep secure hold
- Use of finger or squeeze either side of knuckles to release hand e.g. from biting or pulling hair
- Two hands in front, knee bent, step back to prevent kicking
- Seated hold – 2 people – use hips to secure hold

Why was there a need to use positive handling?

Has a de-briefing taken place following the incident with the child or children involved?

Is an engagement plan required?

If not, why?

Signed:

Dated:

Please give this form to a member of SLT.

