



The Bishops'
CofE Learning Academy



Behaviour Policy

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School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

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Kernow Learning

Behaviour at The Bishops'

Christian Distinctiveness

At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:

If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. Matthew 17:20

This underpins our Christian vision statement at The Bishops':

We belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

Rationale

At the Bishops' C of E Learning Academy, we believe that every child has a right to learn in a safe, secure and happy environment. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour and relationships at the Bishops' C of E Learning Academy. This is a working document designed to enhance the development of positive relationships between children and adults working in schools; parents/carers; and other members of the wider school community. This is underlined in our commitment to being a Trauma and Mental Health Informed School (TMHIS).

Aims

The aim of the Bishops' C of E Learning Academy is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's behaviour and relationship policy is therefore designed to support the way in which the members of the school community can work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. Together we aim:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Our School Values and Rules

At The Bishops' C of E Learning Academy, we use positive behaviour management strategies to encourage children to exhibit our six core Christian values and follow our four Bee Rules.

Bee Rules:

- Be kind to others
- Be good to yourself
- Be proud of your school
- Be careful with property

Christian Values:

					
Perseverance	Compassion	Respect	Forgiveness	Trust	Courage
					
Persevering Panda	Compassionate Chameleon	Respectful Rabbit	Forgiving Fox	Trustworthy Toucan	Courageous Crocodile

These are displayed around the school and underpin the ethos of the school.

The primary aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from positive relationships and from setting clear and consistent expectations of what good behaviour actually is.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of The Bishops' C of E Learning Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Being a Trauma informed School

Research shows that one emotionally available adult before the age of 18 interrupts the progression from childhood adversity to learning difficulties, mental and physical ill-health;

... for many children this person will be a member of school staff.

We will transact with children in ways that develops high human functioning (reflective capacities in the frontal lobes). This will support their:

- Ability to learn, concentrate and reflect
- Good Impulse control
- Emotional regulation
- Empathy
- Emotional and social intelligence

What this will look like at The Bishops':

- Relationships, connection and belonging are central to the school ethos.
- Creating an environment of psychological and physical safety is fundamental.
- One size does not fit all – children are viewed developmentally and individually.
- All behaviour is viewed as communication and with curiosity.
- A whole school ethos and approach that has a common language, consistency and understanding.
- Supporting children to develop the capacity for self-regulation.
- Policies reflect the learning from neuroscience and attachment theory.
- A highly structured and predictable environment.
- Adaptive to the needs and requirements of the child.
- A 'no matter what' approach.

Rewards and Sanctions

We aim to create a healthy relationship between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both learning and behavior.

Rewards:

Our primary reward system is the online platform Class Dojo. Each child has an avatar and can earn points for exhibiting any of our six school values or completing home learning, including reading at home. These points are celebrated on a daily basis in each class. On a whole school level they are celebrated when each class reaches 1000 dojos.

All pupils and staff are also allocated into one of four house point groups. The children gain points for team efforts and are shared and celebrated at Sports Day at the end of each year.

In addition to Class Dojo pupils can also earn the following rewards (this is not an exhaustive list):

- Verbal praise to children with a smile.
- Verbal praise to a parent/carer about their child, either face to face or phone call.
- Stickers.
- Certificates in sharing assembly (Star of the week and Head teacher award).
- Head teacher's gold star.
- Sending children to other members of staff or SLT to celebrate learning.
- Special responsibilities and privileges.
- Gold stamp work which is shared with families on Class Dojo.

Consequences:

We have a clear and consistent six stage process for occasions when children are not exhibiting the school values. The emphasis is always on giving the children every chance to succeed before moving to the next stage. By building relationships and getting to know individuals we can use teacher judgment to ensure these stages are not moved through too quickly.

1. Hard look – the stare (can be accompanied by a verbal acknowledgement)
2. Verbal warning (must use these words) - “this is a verbal warning...”
3. Name recorded on the laminated sheet – (this can be removed for good behaviour)
4. Lunch time detention with member of SLT (record on Safeguarding Manager) – Must have a phone call home or catch parent at the end of the day (must be the same day)
5. Removal to SLT if behaviour/disruption continues.

Lunchtime staff will handover to teacher who has control and implements the above. If the process repeats SLT will meet with parents. The whole process is monitored by SLT/key staff. Aggressive or extreme behaviour at any point is straight to stage 4 or 5.

Other sanctions which can be used at teacher's discretion:

- Loss of playtime/lunchtime (learning time repayment or attending nurture lunch).
- Discussion with SLT.
- Loss of reward or privileges.
- Meeting/telephone call with parent/carer.

We ensure that the relationship between the child and adult is maintained while making clear that the behaviour is not acceptable. Through nurture and repair children will gain the knowledge and trust that you and I can both get things wrong, and it will still be ok.

Children requiring additional and different support:

Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions (Individual Behaviour Support Plans). Staff will use the Boxhall profile assessment tool for such children in order to assess where a child is in terms of their mental and emotional health. This tool will give basic guidance, so that change can be made, through understanding where the child is functioning from, and support staff to differentiate their

relationship with the child in order to support their development. Practical activities which facilitate the development of this relationship will be suggested and the online tool will allow us to tracking change over time.

Going forward we will widen the parameters so that all pupils will be assessed and supported using the Boxhall profile.

Children will have access to:

- Individual behaviour support plans
- Individual behaviour charts
- Use of “The Cove” – nurture room and nurture lunch times
- Home/school contact books
- Wellbeing intervention
- Boxhall profile assessment
- Support from additional outside, external agencies.

Special Educational Needs and Disabilities

All recorded incidents of negative behaviour are referred to the SENCo through Safeguarding Manager. This is to ensure we are tracking patterns and spotting behaviour that may be caused by an underlying additional need. These cases will then be added to the record of need.

Continued anti-social behaviour must be supported by an Individual Education/Behaviour Program and checks must be made to see if there is an underlying learning problem. Staff will receive training for managing children with or without a clinical diagnosis.

For further details please refer to the SEND Code of Practice.

Implementing Behaviour Management

We believe consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff will:

- Where possible pre-empt behaviour and take steps to prevent any escalation
- Demonstrate clear and consistent high expectations
- Use eye contact, facial mobilisation and use of prosody in their voice
- Never raise voices (convey sounds of safety)
- Review seating plan of the classroom
- Use of non-verbal communication e.g. eye contact
- Consistently use Rules/Rewards/Consequences
- Use of classroom routines e.g. meet and greet pupils

- Repeat expectations in a clear and calm voice
- Allow children to go to another area of the classroom or partner class
- Allow time out for thinking
- Model positive behaviours and build relationships.
- **Plan lessons that engage, challenge and meet the needs of all learners.**
- Use a visible recognition mechanism throughout every lesson.
- Always try to prevent before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Senior/Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site, especially at changeover, and encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and school wide behaviour policy and practice
- Make sure that the 'buck stops here' with negative behaviour
- Regularly share good practice
- Review provision for learners who fall beyond the range of written policies
- Ensure school commitment to enriched environments
- Ensure school commitment to nurturing and emotionally regulating staff

Anti-Bullying

The Bishops' C of E Learning Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See: Anti-Bullying Policy for further information).

Dangerous Conduct

If a child is dangerous to self or others, positive handling may be used to protect. If a child carries out dangerous behaviour this must be dealt with by SLT, within a calm environment. At all times the child is informed what is happening and why. Parents/carers should be contacted at the early stage to inform and gain cooperation. This avoids bolts from the blue. Please see additional extreme behaviour policy for further guidance.

Suspensions and Permanent Exclusions

Only the Head Teacher (or the senior member of staff to whom the Head Teacher has delegated

responsibility in their absence) has the power to suspend or exclude a child from school. The

Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the LGB and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA and DfE.

The Head Teacher informs the Local Authority (LA) and the chair of the LGB about any about any exclusions as soon as possible after the exclusions.

Permanent exclusions are a last resort. The Head teacher will ensure all practicable and reasonable steps are taken to avoid a permanent exclusion. Advice will be sought from outside agencies, external experts and the leadership team of Kernow Learning if there is a risk of a child being permanently excluded from school.

The LGB itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

Home/School Agreement

Parents and teachers will work together to ensure consistent and equitable approach. Parents will be informed of the Behaviour and Relationships Policy through the Behaviour leaflet. Staff will support parents with behaviour management through following school practice at home. For more details, please see the current home/school agreement.

Relationship Policy

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect:

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. in primary schools, 'meet and greet' at the classroom door, being playful and curious (proven to shift children out of

flight/flight/freeze positions).

- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- A whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff ‘interactively repair’ occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. “I wish my teacher knew” (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally- available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatized children in a kind and non-judgmental way from situations they are not managing well.
- Provision of a clear, confidential and non-shaming system of self-referral for children’s help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally- regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help seeking’.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally-regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burn-out, stress- related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower

children to better manage their home situations and life in general.

- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/ play/drama/music/sand- play/emotion worksheets/emotion cards.
- PSHE (Personal, social, and health education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.
- A Behaviour Policy based not on punishment, sanctions and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations).

Equal Opportunities

No person will be discriminated against due to race, age, religion, gender or ability.

This is a 'no matter what' approach to improving the health and wellbeing and ability to learn for all pupils.