



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'

BEHAVIOUR POLICY



Blandford St. Mary
CE Primary School

Policy Date: Sept 2024

Review Date: Sept 2027

Name _____ Signature _____ Date _____

Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment.

Blandford St Mary CE Primary School recognises the importance of a behaviour policy, that sets out the behaviour expectations of all children and aims to explain to teachers the powers and duties they have in respect of child behaviour.

A strong and clear policy on behaviour is essential when supporting staff who manage behaviour on a regular basis.

This policy is for all staff and volunteers in Blandford St Mary and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

Aims of the Policy

Our aim is:

- To create an environment that encourages and reinforces valued behaviour in line with Christian values;
- To define acceptable standards of valued behaviour;
- To encourage consistency of response to both valued and detrimental behaviour;
- To promote self-esteem 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 the school in the implementation of this policy;

Each child has the responsibility:

- To show they are upholding and working towards the school's vision and values: love, hope, respect, perseverance and responsibility;
- To tell the truth
- To be kind and caring so that everyone feels safe.
- To listen and work to the best of their abilities, and allow others to do the same;
- To treat all others with respect;
- To take care of property and the environment in and out of school;
- To co-operate with other children and adults.

The parents / carers have the responsibility:

- To show they are upholding and working towards the school's vision and values: love, hope, respect, perseverance and responsibility;
- To ensure their child is prepared for the school day;
- To make children aware of appropriate valued behaviour in all situations;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school;
- To foster good relationships with the school and its wider community and to treat all children and staff with respect;
- To support the school in the implementation of this policy so that all children can see that the key adults in their lives share a common aim;
- To be aware of, and to actively support, the school agreement;
- To encourage children to take care of property and the environment in and out of school;
- To regularly attend parent / carer consultations.
- To assist the school in its programme for transition when necessary;

Each member of staff of Blandford St Mary CE Primary School has the responsibility:

- To show they are upholding and working towards the school's vision and values: love, hope, respect, perseverance and responsibility;
- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential by prioritising valued behaviours;
- To provide a challenging, interesting and relevant curriculum;
- To create a calm, well-ordered, safe and pleasant environment - physically and emotionally;
- To use rules and consequences clearly and consistently;
- To recognise bullying and unkindness when they occur and take the necessary steps immediately to deal with unacceptable conduct in a constructive manner;
- To ensure routines are practised and known by all;
- To be a positive role model and follow other policies that support safeguarding and safer working practice;
- To form a good relationship with parents / carers so that all children can see that the key adults in their lives share a common aim;
- To recognise that each child is an individual, and
- To be aware of all children's (special) needs.

Our approach to fostering valued behaviour:

At Blandford St Mary, we are committed to an approach to behaviour which complements our vision statement, 'Knowing we are loved, we learn and grow to be the best that we can be,' and our Biblical verse of 1 Corinthians 16:14 'Let all that you do be done in love'.

Our emphasis is on teaching and promoting valued behaviour that enables all children to achieve their potential and develop academically, socially and emotionally, thereby approaching the children's development with a holistic mind-set. We have high expectations of all our children, both in relation to their education, and their behaviour.

Therapeutic Thinking starts with building caring and empathetic relationships, where staff know the children well and treat them as individuals. It also involves the creation of a positive classroom by providing a calm and safe learning environment, in order that children feel more secure and are better able to regulate their emotions. This, in turn, supports children to be ready for learning.

Staff promote valued behaviours through:

- the development of positive relationships with the children;
- building self-esteem through recognition, reward and praise;
- providing positive learning experiences;
- developing emotional literacy to support self-regulation;
- role modelling valued behaviour and showing empathy and forgiveness, knowing that tomorrow we will do things differently;
- ensuring routines are well established and consistently adhered to throughout the school;
- ignoring detrimental behaviours by giving time for this behaviour to stop;
- our use of positive language;
- restorative practice.

Our whole school agreement is based on the United Nations Convention on the Rights of the Child (UNCRC) which is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or ability. (Please see Appendix 1 for full list of rights).

This School Agreement has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The UNCRC, combined with the school's vision and values, underpins the agreement and the behaviour management system and consistent approach across the school.

I have a right to:	I have a responsibility to:
LEARN Article 28 (Right to education) Every child has the right to an education.	I have the responsibility to do my best at all times. I have the responsibility to listen. I have the responsibility to look after equipment.
I HAVE A RIGHT TO BE HEARD Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions. Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose.	I have the responsibility to listen to others. I have the responsibility to tell the truth and be honest.
I HAVE A RIGHT TO BE SAFE AND HEALTHY Article 19 (protection from violence, abuse and neglect) Every child must be protected from harm.	I have the responsibility to not bully or harm others. I have the responsibility to keep myself safe and healthy.
BE RESPECTED Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes.	I have the responsibility to respect others.
PLAY Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations.	I have the responsibility to play safely, kindly and fairly.

In addition, each class has a 'Class Agreement' based on the whole school agreement, that sets out, in general terms, how we expect our children to behave in school and in the community. The class agreement is formulated and agreed with all children at the beginning of each school year and revised periodically throughout the year. All children are expected to behave according to the guidelines set out in the class agreement. Each class then reinforces the expectations using language appropriate for the age range of the children.

Types of behaviour: Valued and detrimental.

Valued behaviour:

- Creates helpful feelings in self and others.
- Are positive, helpful, and intended to promote social acceptance
- Are characterised by a concern for the rights, feelings and welfare of others
- Benefit other people or society
- Can be defined as the 'absence' of anti-social behaviour.

Detrimental behaviour:

- Creates unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Detrimental behaviour includes **difficult behaviour** and **dangerous behaviour**:

Difficult behaviour: Behaviour that is detrimental, but not dangerous.

Examples of this include:

- Leaving their desk without permission
- Leaving the carpet during input / story without permission
- Refusing to complete the work set
- Choosing to do another activity than the one the class are doing
- Rocking on their chair
- Calling out
- Talking to a friend
- Not listening to instructions
- Playing / fiddling with equipment
- Eye rolling at a member of staff

For children displaying these behaviours for the first time, the incident is not recorded on Arbor. Instead, an educational conversation must take place between a member of staff and the child.

No difficult behaviour should need SLT support unless it is persistent and disruptive.

Dangerous behaviour:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Examples of dangerous behaviour (Level 3)	Examples of dangerous behaviour (Level 4)
Aggressive shouting/calling out disruptively Continued interruptions Swearing Stealing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Blocking toilets deliberately

	Examples of dangerous behaviour (Level 5)
	Physical or verbal bullying (see Bullying Policy for definition) Carrying a weapon or bladed instrument Racism Throwing furniture

Dangerous behaviour is rare at Blandford St Mary CE Primary School and it is the duty of the SLT to deal with it promptly.

If a child leaves the classroom, a member of SLT must be informed immediately.

If a child leaves the site, notify SLT immediately. The police and parents will also be immediately contacted.

It is important to note that each individual incident is dealt with on a case-by-case basis. The historical circumstances, additional needs and dynamics leading up to the incident will be taken into account. Once all information has been considered a decision on appropriate consequences will be taken.

Reporting and Recording of Behaviour Incidents

Reporting and recording of difficult and dangerous behaviour incidents must be reported on Arbor.

The class teacher is responsible for informing parents / carers of any incidents that take place.

If necessary, a behaviour or an ABC charts is used to track a child's behaviour.

As part of our commitment to maintaining a safe and inclusive learning environment, our staff will diligently monitor behavior incidents. In addition to addressing individual incidents, they will be vigilant in identifying patterns and instances of bullying.

Incidents reported are monitored by the headteacher who will provide the Trust with regular information on how effectively the behaviour policy is working.

Reward and Consequences

Reward and consequence inspires and teaches behaviour.

A reward is a planned logical response to a behaviour designed to help children learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts. For example, giving a values token after a child has persevered with a task.

We aim to create a positive culture which inspires a love of learning and where praise and encouragement far outweighs the need for consequences. We do this through our:

- House points;
- Celebration assemblies;
- Communication with parents / carers;
- Celebration in the school newsletter;
- Values leaves and values certificates. Children are recognised for actively displaying and living out Christian values.

Consequences

A consequence is a planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.

(Consequence is what we do for children.)

Protective and/or Educational Consequences

Where expectations are not being met, this will result in an protective or educational consequence.

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms but are necessary actions to ensure no further harm occurs in the short term.

- Temporary increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Differentiated curriculum or resources

Educational Consequences (the essential learning, rehearsing or teaching to enable behaviour change)

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations.

Educational consequences return freedoms.

- Learning and understanding the relevance of a task
- Rehearsing and practising behaviour
- Understanding and assisting with repairs
- Educational opportunities (chance to learn)
- Researching the implications of behaviour
- Conversation and exploration (developing empathy, tolerance and understanding)

In most situations the following steps will be worked through:

(The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 10 or 11).

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
3. If a child continues with the behaviour, two simple choices which are acceptable will be given.
e.g. *"You can talk to me here **or** talk to me in my office."* *"We can talk here **or** outside the classroom."*
*"We can complete the work now **or** when you are ready but it does need to be completed."*
4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is ready to listen when the child is ready.
5. Where a child has become distressed all staff will follow the following script in addressing the situation;
"I can see something has happened. I am here to help. Talk to me and I will listen."
6. If there is a regular occurrence of detrimental behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the detrimental behaviour with the class teacher and their child.
7. If there is persistent detrimental behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Behaviour Management Plan (BMP) will be drawn up with by class teacher and other adults who work with the child.

This is shared with child/parent/carer and all staff.
The class teacher will draft the BMP.

8. Restorative activities will follow a crisis to enable the child to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again.

9. If the BMP does not result in improved behaviour, then a referral may be made to outside agencies for advice or support for the child in school. At this point, or in the process of the above, a referral for an Educational Health Care Plan may be considered for the child. BMPs are reviewed at least half termly by the class teacher, supporting staff and other key adults.

10. Fixed term internal exclusion – carer/parent involved.

11. Carer/Parent telephoned – child to be taken home (fixed term suspension)

12. Permanent suspension.

Restorative conversations

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

We aim to use restorative conversations to develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

Children's Conduct outside the school gates

The law states that school staff have 'the power to discipline children for misbehaving outside of the school premises to such an extent as is reasonable'.

Non-criminal anti-social behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for consequences to be imposed on all children who are involved.

Staff may give a consequence to children for inappropriate behaviour in the following circumstances:

Misbehaviour when the child is taking part in any school-organised or school-related activity;

- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a child at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another child or member of the public;
- When behaviour could adversely affect the reputation of the school.

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

Detention

Staff have the authority to issue a detention to children.

Staff must make sure children and parents are aware that detentions (including detention outside of school hours) is used as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the child does not have permission to be absent;
- Weekends - except the weekend preceding or following the half term break, and;
- Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.

The Head teacher can decide which members of staff can give children detentions. In Blandford St Mary, only the Head teacher can impose detention

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable school staff to confiscate items from children:

The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a child's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Statutory legislation sets out what must be done with prohibited items found as a result of a search. The school policy on Searching, Screening and Confiscation is available from the Head Teacher upon request.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Reasonable Use of Force (See DfE Use of reasonable force July 2013 document)

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Academy can also identify additional items in their school rules, which may be searched for without consent. Force **cannot** be used to search for these items.

Adaptations for children with Special Educational Needs

The behaviour policy will be implemented alongside the SEN policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.