

The Blake CE Primary School

Positive Behaviour Policy

The Blake School Code of Conduct

We will:

- Take responsibility for our own learning and behaviour
- Have respect for ourselves, others, the environment and belongings
- Try to understand other people's point of view
- Speak politely to everyone
- Follow instructions
- Move calmly and quietly about the school

The Blake School is committed to creating an environment which reflects the Christian values on which the school is founded. The governors and staff of The Blake Primary School are committed to providing a stimulating learning environment within a clear ethos of respect, integrity, compassion, honesty, service and forgiveness. Children will be treated with dignity and supported to manage their behaviour positively and in a way that minimises shame.

All staff are expected to be role models and to demonstrate the behaviour expected from children in their own behaviour.

At The Blake School everyone has the right to work in a safe, caring and supportive environment where everyone is treated with respect and consideration. Children are recognised as unique individuals and, whatever their level of challenge, are valued as members of the school community.

The staff at The Blake School believe that all behaviour is a form of communication and time and attention will therefore be given to exploring why a child may find it hard to adhere to the expectations within this policy. Within the school, the vast majority of all behaviour management is proactive, with preventative measures being put in place within a positive, well planned environment in which children are enabled to flourish.

Staff and children recognise that adaptations will often be needed in order for all children to experience success and to behave in accordance with this policy. Staff are committed to working with parents and external agencies to explore how best to support children who are experiencing difficulties in complying with the expectations set out in this policy.

We aim to:

- promote high expectations of behaviour,
- set out clear and transparent expectations that are well-communicated and understood by the whole school community,
- develop children's self-esteem,
- promote mutual understanding and the unique value of all individuals regardless of age, gender, race, ability, level of need or disability,
- create an environment that reinforces good behaviour,
- work within the principles of restorative practice,
- deal with unacceptable behaviour fairly and consistently,
- teach children that they have a responsibility for their own behaviour,

- encourage children to make good, informed choices,
- encourage independence, self-discipline and a sense of responsibility,
- develop a partnership between school and home to foster good behaviour.

Responsibilities:

All school staff will:

- agree the standard of behaviour that is acceptable at The Blake school,
- work with the whole school community to create an ethos in which everyone feels valued and respected,
- model, promote and encourage good behaviour and respect for others,
- uphold the school ethos through all aspects of school life,
- create a calm, safe, positive and purposeful working atmosphere,
- ensure that appropriate provision is in place for all children,
- show respect and use appropriate body language and tone in all interactions,
- apply rules, rewards and sanctions firmly, fairly and consistently,
- deal with inappropriate behaviour in accordance with this policy,
- recognise and reward positive behaviour as well as academic and non-academic achievement and success,
- teach and support children to manage conflict and resolve differences,
- provide support and guidance to volunteers and parent helpers,
- develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere.

Whilst recognising that children are learning and growing and that some may need increased levels of support, they are expected to:

- be polite and well behaved at all times,
- be honest and truthful,
- work hard and in a way that does not prevent the learning of others,
- treat all members of the school community in accordance with the school's values,
- reflect on their behaviour,
- accept responsibility for their own behaviour,
- work with adults to make appropriate restoration with individuals who they may have hurt or upset
- show consideration to others, treating them as they would wish to be treated,
- abide by the expectations set out in the Home School Agreement,
- listen carefully and respond quickly to all instructions given by the adults in school,
- ask for help if they are unhappy or do not understand,
- treat others, their work and equipment with respect,
- talk to others without shouting,
- use appropriate language,
- adhere to the school Code of Conduct.

Parents/carers are encouraged to:

- form positive relationships with the school and work with staff on strategies to improve their child's behaviour, where this is a cause of concern
- support and value good behaviour

- sign and abide by the Home-School Agreement
- support school rules and sanctions,

Strategies to Promote Positive Behaviour

At the start of the academic year, each teacher should establish class rules with the children. Class rules should be displayed in the classroom and regularly referred to and reviewed.

- Expectations are clearly communicated and positively stated.
- Rewards and sanctions are clearly communicated and consistently applied.
- Use of restorative practices including 'Reflect and Repair' process.
- Provision of an appropriate and relevant curriculum
- Use of flexible learning arrangements; to suit the best interests of the child.
- Use of a range of Individual Behaviour Plans.
- Development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting
- Training and support for staff
- Strong liaison with parents and external agencies
- Use of ABCC chart to identify support needed to manage behaviour
- Completion of the '6 stages' paperwork to help identify how children's behaviour develops
- Use of pupil voice
- Use of buddy systems
- PSHE/Circle times

Celebrating and Rewarding Positive Behaviour

Praise is central to the encouragement of good behaviour and all staff seek to identify, and draw attention to, positive behaviours. Positive behaviour is recognised and rewarded through a range of rewards -

Rewards may include:

- Verbal praise / pointing out or sharing good behaviour
- Whole class reward system, or group/class/house points
- Smile, nod, thumbs up, special sign, specific "well done for...."
- Golden time
- Extra responsibility
- Special sign/stamp/sticker/note on work or chart
- Work being read to class/group/younger class
- Informing parents
- Certificates - from class teacher or Headteacher

All members of The Blake School community should be aware of and understand what constitutes acceptable and unacceptable behaviour. Unacceptable behaviours that are likely to lead to sanctions are:

- abusive, offensive or disrespectful language or behaviour,
- violence or physical assault,
- theft,
- repeated and continued disruptive behaviour,
- failure to follow instructions, or to work with adults to modify behaviour,
- threatening behaviour, either verbally or physically,
- bullying of any kind,

- deliberate disobedience,
- possession of a dangerous substance, implement or weapon,
- discrimination,
- vandalism of property.

Sanctions to Address Inappropriate Behaviour

Whilst recognising that as part of addressing inappropriate behaviour the reasons for it should be explored, there is a need for sanctions to enable children to recognise unacceptable behaviour and to accept responsibility and the consequences of their behaviour. Children will at all times be treated with dignity and in a way that minimises shame. Following inappropriate behaviour, children should always be provided with opportunities to move forward positively. Sanctions and actions listed within this policy are indicative. The safety of all members of the school community is paramount in all situations.

When dealing with inappropriate behaviour adults will:

- investigate the incident thoroughly,
- listen to all of the children involved, including the use of 'Reflect and Repair' sheets,
- obtain appropriate support from other adults e.g. SENCO, Senior Leadership team,
- explore any underlying reasons and seek to address these wherever possible,
- communicate processes and events to parents/carers at the first reasonable opportunity,
- implement sanctions clearly and consistently.

Prior to giving a sanction staff will explore the reasons for inappropriate behaviour. Children will always be supported to reflect on their behaviour, to apologise and to make restoration, but strategies for promoting future positive behaviour may be considered more appropriate than the use of sanctions.

As necessary, sanctions will be used as follows:

- a verbal reprimand and a reminder of desired behaviours
- sitting a child alone/away from the main group of children,
- using other adults to work with children needing support/distraction,
- one-to-one discussion,
- loss of privileges,
- time out - two verbal warnings will usually be given prior to time out,
- record in the class behaviour book or lunchtime behaviour book,
- use of a daily report sheet,
- red cards,
- informing parents,
- internal exclusion,
- the use of a fixed term or permanent exclusion.

The use of sanctions is characterised by:

- a focus on the behaviour and not on the child,
- explaining clearly why a sanction is being applied,
- apology and forgiveness, ensuring that the child is helped to understand the importance of apology and the scope of the school's forgiveness,
- retaining the dignity of the child and minimising shame,
- drawing attention to the school's code of conduct and the ethos of the school,
- dealing positively with inappropriate behaviour,

- teaching children how to modify and manage their behaviour to avoid future sanctions,
- providing opportunities for reflection on actions and the impact on others. (The use of 'Reflect and Repair' sheets should be used when appropriate.)

Most cases of inappropriate behaviour can be addressed through the above steps. Children are made aware of the sanctions likely to come into effect should they continue to display inappropriate or unacceptable behaviour.

Steps for Dealing with more Unacceptable Behaviour (Major incidents) may include.

- A written apology will be made as appropriate.
- The child will be encouraged and supported to learn from the incident.
- Removal of significant privileges.
- Formal discussion will take place between the class teacher and the parents, (including the child if appropriate).
- An Individual Behaviour Plan may be implemented.
- A Home/school diary or chart may be set up if appropriate – parents and child will be involved in targets.
- A period of internal exclusion may be instigated.
- Regular meetings held and recorded to evaluate progress towards targets.
- Development of behaviour modification strategies recorded in a behaviour plan with the advice of the SENCo, EP or EBD outreach worker as appropriate.
- Formal discussion between head teacher and parents indicating the possibility of suspension/exclusion.
- If a fixed term suspension is considered appropriate it will be administered, following DfE guidelines.
- Where the child's behaviour is consistently detrimental to the well-being of himself/herself or others in the school or is in serious breach of this behaviour policy, permanent exclusion may result.

Fixed term suspension and permanent exclusions are usually only used as a last resort, but they may nonetheless be used for a one-off serious breach of this behaviour policy. The Head teacher and governors will follow DfE exclusions guidance ([Exclusion from maintained schools, academies or pupil referral units in England](#)) in respect of the administration of any suspensions/exclusions.

On some occasions, the behaviour, or threat of behaviour may indicate to staff that a child may have a stolen item, a weapon, alcohol or an illegal substance in their bag, drawer or other item. A search can be considered if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a potentially dangerous, stolen or prohibited item, or if the pupil has agreed. Bags/property should be searched by two members of staff, unless the risk of harm to others means that a search by one member of staff is considered necessary.

Staff may confiscate any items that they consider to be dangerous and may contact the police if this is felt to be necessary.

Parents should be advised of any search of their child's property that has taken place as soon as reasonably practicable, whether or not anything was found.

In the unlikely event that a child needs to be searched, the relevant [DfE guidance](#) will be followed.

Inappropriate or unacceptable behaviours will be considered as minor, medium or major and will be dealt with as follows-

Minor incidents will be handled by the responsible member of staff present.

Medium incidents will usually be dealt with by the class teacher, or the teacher on duty. Where a medium incident forms part of a pattern, or is a repeated behaviour the headteacher, or member of the leadership team may be involved.

Major incidents will always be referred to the headteacher/senior leaders, who will deal with the matter in collaboration with the class teacher.

Both medium and major incidents may be considered to be serious breaches of this policy.

<p>Minor Incidents Examples of this may include: Initial lack of co-operation Being cheeky/teasing Being involved in minor arguments</p>	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • reminding child of expectations/the behaviour that is desired • the use of facial expressions e.g. raised eyebrows, • humour (as distraction only), • a change of voice – lower tone, changed volume • ignoring, following up as appropriate • distraction • removing from a group
<p>Medium incidents Examples of this may include: Being deliberately rude Being disruptive More persistent teasing Lying Spitting Inappropriate/offensive language, including swearing Disobedience Physically hurting another child Inappropriate use of social media</p>	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • using other children to say what is wrong/how to make matters better, • using Reflect and Repair sheets, • repeating work which is unsatisfactory because of poor behaviour, • a verbal reprimand • sitting a child alone/away from main group of children, • using other adults, • one-to-one discussion, • using warnings, • loss of privileges, • requesting a letter of apology, • informing parents, • a period of internal exclusion, • the use of a fixed term suspension.

<p>Major Incidents</p> <p>Examples of this may include:</p> <p>Bullying</p> <p>Abusive language including sexist/racial comments/abuse</p> <p>Threatening or aggressive behaviour</p> <p>Physical Assault / hurting an adult or child</p> <p>Theft</p> <p>Deliberate deceit or disobedience/defiance</p> <p>Deliberate damage to property</p> <p>Unsafe or anti-social behaviour</p> <p>Repeated, continued or disruptive behaviour Significant, or unresolved danger to members of the school community</p> <p>Possession of a potentially dangerous substance, implement or weapon</p> <p>Inappropriate use of social media</p>	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • Incident recorded and kept on file • Sanction agreed and implemented <p>Parents will be contacted by the Headteacher/ Assistant Headteacher.</p> <p>A search of belongings may be carried out.</p> <p>A record will be kept of meetings</p> <p>An Individual Behaviour plan will be drawn up, (or reviewed) if appropriate</p> <p>Internal exclusions may be used</p> <p>External agencies will be involved as appropriate</p> <p>Fixed term suspension and permanent exclusion may be used.</p>
---	--

A small minority of children have persistent and severe behavioural issues. Their difficulty in achieving positive behaviour is more pronounced than for the average child. The behaviour of the child is usually present early in the child's development, often extreme and occurs regardless of the teacher/adult. Staff at The Blake School will seek to support these children as far as possible and will work with the SENCO and external professionals to put strategies in place to manage their behaviour.

The school will be as supportive as possible to individual pupils, but the safety and well-being of the school community will remain paramount. Where there is sufficient evidence that a pupil has committed a serious breach of this policy and if it is believed that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, then the pupil may be suspended for a fixed term or excluded from school permanently. DfE guidance governing suspensions and exclusions is followed in relation to any exclusion from school.

Some behaviours may be the result of physical, emotional or sexual abuse. Any concerns should be dealt with immediately and in accordance with the school's safeguarding policy.