Easton

Behaviour Policy

Level 2 Policy

Sept 2023

Contents

Appendices:

Introduction

Diocese of Bristol Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Easton CE Academy, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

Aims of the policy
- ➢ To promote a positive, calm and safe environment where all children can flourish.
- ➢ To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- ➢ To create a culture of exceptionally good behaviour: for learning, for community, for life.
- ➢ To ensure that all learners are treated fairly and shown respect.
- ➢ To help learners take control over their behaviour and be responsible for the consequences of it.
- ➢ To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**
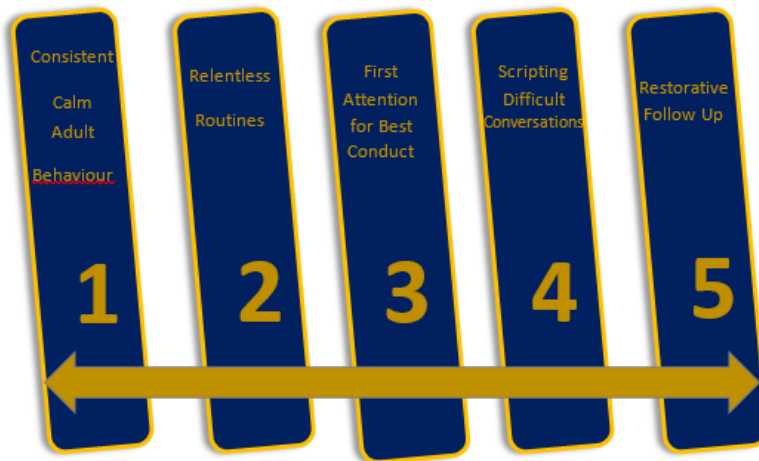
1. **Calm, Consistent and Kind Adult Behaviour**

At Easton CE Academy, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management**.**

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At Easton CE Academy, we are a staff team and work together, we have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour

We do this by using scripts and relentless routines to deal with challenging behaviour

The 30 Second Script:
I have noticed…..
You know our rule….
You need to talk to me for 2 minutes after the lesson about this.
(If argues) I understand what you are saying but I need you to…..
Remember the day when you…… (Remind of the behaviour) that is the behaviour I need to see today. Thank-you for listening

Please see the behaviour toolkit and the behaviour blueprint for more information.

A firm foundation means that we use the same rules and language in every classroom.
Rules

CALM School Code

At our school we recognise the importance of providing clear rules underpinned by our values and vision. Our vision is for our diverse community to grow together, have fun together and excel in learning. 'Act justly, love mercy and walk humbly with your God.' (Micah 6 verse 8)

Routines are the cogs at the centre of all classroom practise. At Easton CE Academy, we recognise that where Calm, Consistent and Kind Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps.**

Expectations of ALL Adults

We expect every adult to:
1. **Meet and greet** at the door
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (eg Dojo Points)
6. **Be calm** when going through the steps. Prevent before consequences.

7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Please see Appendix A for our school's behaviour blueprint.

2. First Attention to Best Conduct

At Easton CE Academy, we catch children doing the right thing first, before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this by positive recognition:

Class Dojo and other in class positive recognition systems, such as table points and certificates.

3. Restorative and Inclusive Approaches

At, Easton CE Academy, we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their own students' behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children:

- Restorative Process (Appendix B) and Calming Strategies (Appendix E)
- Trauma informed practitioners.
- Plenty of calm spaces around the school
- Zones of Regulation programme delivered in PSHE lessons and assemblies.
- A dedicated pastoral team and continuum of Social, Emotional and Mental Health Support
- Whole school Cognitive Behaviour Therapy (Anxiety in schools, Chris Calland and Nicky Hutchinson)
- Mental health support worker.
- Psychotherapist from the Bridge Foundation

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from Bridges Psychotherapist, Primary Mental Health Specialist, Bristol Inclusion Team, Not Just Behaviour Support, Educational Psychologist, and the area's Mental Health Support Worker.

Child-on-child Abuse and Bullying

Peer-on-peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)
The following measures are in place to prevent bullying:

- Anti-Bullying week and have a program of PHSE lessons to follow up after the Anti-Bullying week.
- During internet safety week, we cover online bullying.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Peer-on-peer incidents including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from e.g. Brooks Traffic Light tool, our Police Constable Support Officer, First Response and NSPCC Sexual Abuse advise.

At Easton CE Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All Peer-on-Peer abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

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Exclusions

Suspensions (External)

We believe that, in general, suspensions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm, a suspension could be used to reset the class and the child. A plan for reintegration should be put in place. The reintegration meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a suspension, it is expected that they will be welcomed and treated without any animosity when they return. All suspensions are recorded on SIMS and reported to the Academy Council three times a year.

Permanent Exclusion

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust does not believe that permanent exclusions are affective in improving a child's behaviour.

However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A Bristol support plan should be in place, written in coordination with the family.
- Gain expert advice
- An assessment for special educational needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

Appendix A – Easton CE Academy (Behaviour Blueprint)

This is how we do it here…

At Easton CE Academy, we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules
Act kindly and show respect, Speak Nicely, Work hard, Move calmly, Listen Carefully

Praise

- **Recognition board**
- **Class Dojo**
- **Other positive recognition system**

Visible Adult Consistencies

- **Follow and implement the calm school code**
- **Plan lessons to engage and enthuse the learner**

Relentless Routines   1, 2, 3 Stand up
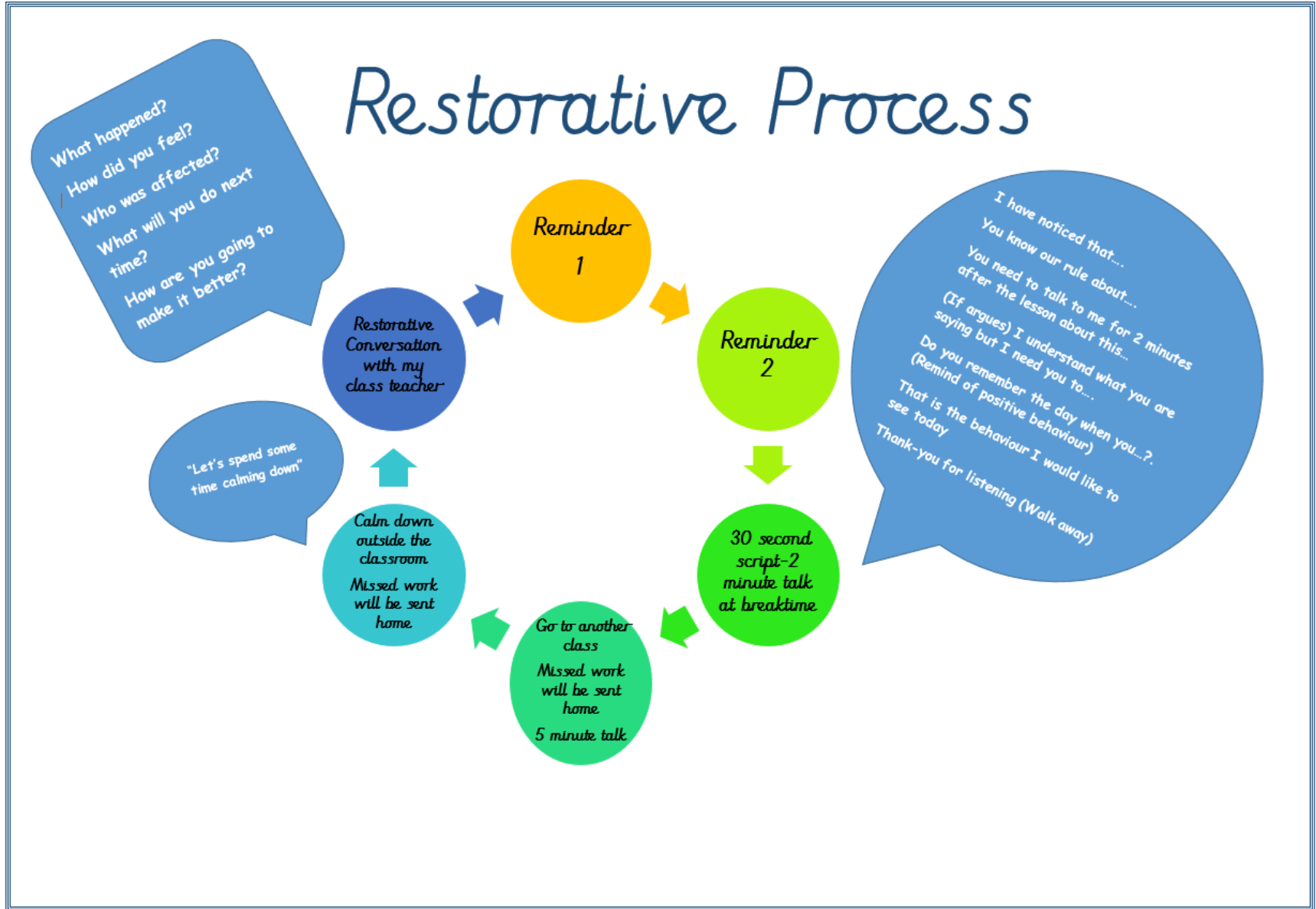
30 Second Script
I have noticed….
You know our rule about….
Do you remember when?.........
That is the behaviour I need to see
Thank-you for listening.

Restorative process
1 reminder
2 reminders
3 reminders – 30 sec script and 2-minute talk at break time
4 reminders – go to another class and missed work sent home
5 reminders – calm room and restorative conversation

Restorative Conversation
What happened?
What were you thinking at the time?
How did this make people feel?
What has been affected?
What should we do to put things right?
How can we do things differently in the future?

Appendix B

Restorative Process

What happened?
How did you feel?
Who was affected?
What will you do next time?
How are you going to make it better?

I have noticed that....
You know our rule about....
You need to talk to me for 2 minutes after the lesson about this...
(If argues) I understand what you are saying but I need you to....
Do you remember the day when you...?.
(Remind of positive behaviour)
That is the behaviour I would like to see today
Thank-you for listening (Walk away)

Reminder 1

Reminder 2

Restorative Conversation with my class teacher

"Let's spend some time calming down"

Calm down outside the classroom
Missed work will be sent home

30 second script-2 minute talk at breaktime

Go to another class
Missed work will be sent home
5 minute talk

Appendix C

Behaviour Toolkit

Directions are given in a **calm, firm, quiet voice**

Name ... direction .... Thanks - 'Kyle....baseball cap off....thanks'

Give instructions and **walk away** to show expectation of compliance - 'I need you to move to the chair over there. Thank you'

End instructions with '**thank you**' or 'thanks' not please - "Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!"

Expect children time to comply with the first instruction and give them time to do so

Stay **focussed on the primary (not secondary) behaviours** – 'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'

Use '**Yes and**,' '**and**' to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - 'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'

Give **non-confrontational advice** - "Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!

Give **short and simple** directions – "Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!"

Use **positive do's** rather than don't' "Alex, I'd like you to choose to sit back in your seat. Thank you." Rather than Alex don't get out our your seat

Use **When and Then** - "Trevor, **when** you've put up your hand **then** I will answer your question."

Use the **language of choice** - "Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?

Use **I (not you) four part statements** - "Sammy-Jo, when you are shouting at **me** (the behaviour not the person) it stops **me** from trying to help Simon (cause and effect) and **I** feel frustrated and annoyed (your feelings). **I'd** like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next."

Use **double what questions** – 'Joe – What are you doing' ' What should you be doing?'

Ask "**Are you Ok?**" To intervene early in non-confrontational manner.

When it Really Kicks Off!

Please listen to the following podcast:

https://pivotaleducation.com/when-it-really-kicks-off/

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!

Discuss choices
Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

Don't chase secondary behaviours
Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction
Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours
Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult
Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically
If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles
Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space
Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones
Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name
Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations
Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private
Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.
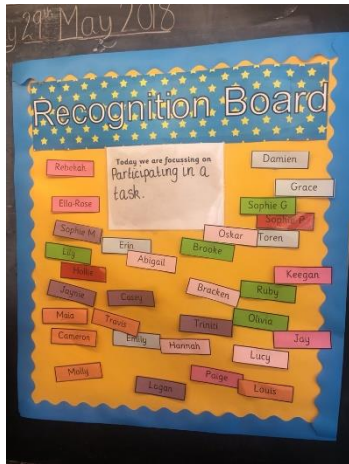
Listen carefully when students speak
Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

Appendix E

Recognition boards
(From 'When the Adults Change, the Children Change' by Paul Dix)
A recognition board is the simplest way to shift the culture of your classroom

It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board.

The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. **We are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes**. Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

Appendix E

DOJO Guidelines

- Use Dojo for Precise Praise
- All parents need to use it – it is the class teacher's responsibility to ensure this happens
- **Never** send or reply to a personal message to/from a child
- Update class page once a week
- Refresh Each Child's page regularly
- Communicate with each child's parents TWICE a term
- DOJO Star of the day

Apendix F -Whole School Calming Strategies

Easton CE Academy Calming Strategies

Pretend to smell a flower and blow out a candle	Clap once and feel the FIZZ!	Push the Wall	Think of your favourite person or thing

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2023	All	Change of emphasis in positive policies away from recognition boards Change to wording from 'fixed term exclusion' to 'suspension'.	Reflection of successful practice in school. National change 2022
September 2021	All	New Policy	Following new KCSIE 2021 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network

Policy Owner	**Education Directorate**
Date Adopted	**September 2021**
Review Date	**September 2024**
Level	**Level 2**

DBAT Policy levels:	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council