



The Diocese of Chelmsford
Vine Schools Trust
Behaviour Policy

September 2020 – to be reviewed September 2021



At Bulphan we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do, preparing them for life's journey.

*God's word is a lamp to guide our feet and a light for our path
Inspired by Psalm 119:105*

Introduction

Bulphan Church of England Academy is a school where everyone is valued as our vision statement above outlines. We ensure everyone is treated with respect. Our behaviour policy reflects a positive ethos that builds on the Academy's Core Christian Values of Love, Friendship, Perseverance, Wisdom and Respect.

Bulphan C of E Academy is committed to creating an environment where outstanding and 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.

This Behaviour Policy works alongside other school policies in addressing matters including the Bulphan C of E Academy, Peer on Peer Abuse Policy.

At Bulphan C of E Academy we aim to:

- Provide a safe, comfortable and caring environment through the fostering and modelling of our core Christian Values where everyone is valued irrespective of age, gender or race.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches to resolve behaviour

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural needs and respond appropriately
- Promote self-esteem, self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Be at the door of their rooms at the start of each session to welcome the children
- Positively praise children
- Always pick up on children who are failing to meet expectations and offer timely support

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers/Dojo's
- Ensure staff training needs are identified and met
- Use behaviour records to analyse, target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Behaviour for Learning

We recognise that clear structure and consistency with predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely. Children are praised publicly and where possible reminded in private.

Our school behaviour expectations are based on our values of Love, Friendship, Wisdom, Respect and Perseverance. We expect children and staff to demonstrate these values at all times.

We also understand however, that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan (often referred to as consistent management plan) or one plan which may include rewards to reinforce positive behaviour.

Our Values	Visible Consistencies	Over and Above Recognition
Love, Friendship, Perseverance, Wisdom, Respect	<ol style="list-style-type: none"> 1. Daily meet and greet at key times of day (morning, after break, after lunch) 2. Persistently catching children doing the right thing 3. Addressing children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public, Reminding in private where possible 6. Consistent language and approach 	<ol style="list-style-type: none"> 1. Certificates including star of the week 2. Stickers/Dojo's 3. Phone call/text or email home 4. Verbal praise 5. Notes home 6. SLT/HT praise 7. Class rewards (class points) 8. Show work to another adults 9. HT award 10. Gold cards/Recognition Rainbows <p>This is not an exhaustive list and staff in discussion with HT and SLT can suggest or use other rewards.</p>

Team points/Class Points / Class Dojo Award System

One way that behaviour attitudes above and beyond the expected is recognised is through Class Dojo. This is directly related to our weekly Team Point system. Dojo's can be awarded by any adult for good behaviour attitudes and are clearly linked to our school values. These can be awarded to individuals or to the class as a whole. Children can see their Dojo points on a daily basis.

We also have class point award system whereby pupils are rewarded for positive aspects of school life e.g. hard work, good improvement, kindness etc. When children reach 50, 75 and 100 class point they take part in a reward event.

Children are split into 4 teams across each class and the school – Red, Blue, Green and Yellow. Dojo totals for each team are counted every week and the team with the most Dojo points are announced at Star of the Week Worship every Friday and awarded the team trophy.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children may have individualised behaviour plans and where necessary Consistent Management Plans to enable all staff to particularly understand that child's needs.

Exclusions may occur following extreme incidents at the discretion of the HT and in line with the Vine's Schools Trust Exclusion Policy.

Bullying

All incidents or concerns of bullying and harassment should be taken very seriously. Detailed records are kept by the Head Teacher of all incidents of behaviour via CPOMS and as stated in the above policy. Bullying of any type is not tolerated within the school. It is recognised that there are a variety of ways in which a child may be bullied including both physical, verbal and emotional Please refer to Bulphan C of E Academy's Anti-bullying Policy.

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

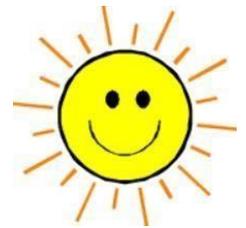
There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour attitudes through the policy will always apply.

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Behaviour Policy in EYFS, Year 1 and 2

Rewards

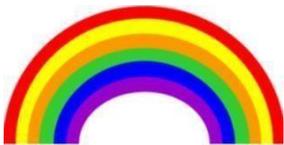
At the start of everyday, we begin on the sunshine, ready for a good day. Throughout the day, I will remain on the sunshine if my behaviour is good.



If I am on the sunshine all week, then I will have all of my choosing time on Friday afternoon.

Also, I can earn dojos and stickers for good learning and good behaviour.

My class can earn a class points for good behaviour.



If I do something extra special or clearly demonstrate our Christian values, then my name might go onto the rainbow. For this I receive a certificate, which I can take home with me.

Sanctions

If I show behaviour that is not good, I will receive a warning. If this behaviour continues, my name will go onto the cloud. I will need to think about my behaviour in a timeout so that I can improve it.



If my behaviour does not improve, my name will go onto the thunder cloud. If my name goes onto this thunder cloud, I will need to a time out (4 minutes in EYFS, 6 minutes in Year 1, 7 minutes in Year 2) to think about my behaviour.



If my behaviour caused me to go straight to the thundercloud, I will lose this amount of my choosing time.

If I end up on the thunderstorm cloud, this will be shared with my parents.

If my behaviour does not improve, I will be sent to somebody on the senior leadership team.

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Behaviour Policy in Year 1, 3,4,5 and 6

Rewards

When my behaviour is good my card will be green. Every day will begin with a green card.



I can earn dojos for showing our Christian values and for showing good behaviour. Team points are celebrated every week in worship.

If I show exceptional behaviour then I may be given a gold card. For this I receive a certificate, which I can take home with me.

My class can earn class points for good behaviour. Class rewards are given every time we reach 50, 75 and 100 class points. These can be chosen from a list of rewards suitable for my age.



For my outstanding behaviour and attitude I can earn star of the week.

Sanctions

If I show behaviour that is not acceptable I will be given a reminder, if it happens again I will be given a warning and then an orange card change. This tells me that I need to think about my behaviour. I will complete a reflection with an adult to discuss my behaviour choices. This can be at a time that suits the adult.

If my behaviour continues to be unacceptable I will be given another warning and then a red card change. If I am given a red card change I will miss my next playtime and lunchtime. This will be followed up by a discussion with the adult that gave the red card. Parents will be informed.

If I get two red card changes in a week I will be given a report card. This will be shared with my parents so they can help me think about my behaviour.

If my behaviour is deemed dangerous or offensive to other people's feelings I may be placed straight on a card change.

I will miss all my playtimes whilst on report until I have had two days of good behaviour, unless the Headteacher deems it necessary to miss more. My teacher will sign my report card after each lesson to show how I have behaved. I will show my report card to a senior teacher each day.

Appendix C : Physical Contact and Reasonable Force

Physical contact

At Bulphan we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

(see *Understanding and Supporting behaviour – Safe Practice in schools; Aug 2020*)

Use of Reasonable Force

As an education provision we have, under the DfE guidance, the statutory power to use reasonable force.

The term “reasonable force” covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. A physical restraint form will be completed.

Reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

Key staff will be trained in the safe use of reasonable force to ensure that in the very rare event that we may need to use it is completed safely.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

