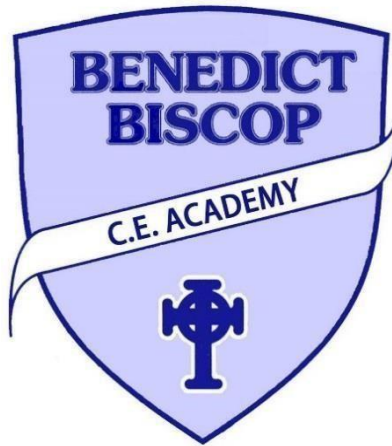




Benedict Biscop CE Academy

BEHAVIOUR POLICY

Review Date:	Autumn 2022
Next Review Due:	Autumn 2023
Person in Charge:	Headteacher
Governance:	Chair of Governors

A handwritten signature in black ink, appearing to be "D. S.", is written below the text "Chair of Governors".

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Benedict Biscop Church of England Academy derives its policy for pastoral care.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Benedict Biscop C.E. Academy. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policies are written and implemented.

The Academy’s Behaviour policy is part of the school’s pastoral system and safeguarding arrangements.

Policy for the Promotion of Good Behaviour

This document is a statement of the aims, principles and strategies for the promotion of positive behaviour management at Benedict Biscop Church of England Academy.

The success of the policy will be continually under review by the senior leadership team.

Rationale

One of the themes of the Gospel is the unique value of individual human beings and their importance in the eyes of God. At Benedict Biscop C.E. Academy the basis on which relationships are built will be this belief. Pupils, staff, parents and members of the community are all uniquely valuable human beings whom God loves. They are all entitled to God's love and respect, which that fact demands.

There will be occasions when children break rules, do things which are deemed to be unacceptable [ie "naughty" deeds, spiteful or disobedient. In these circumstances the school's approach to discipline will come into play. Children will learn that doing wrong has consequences, which may include some restriction or punishment, but there is always forgiveness and reconciliation available. The sin is rejected but not the sinner.

Children will be provided with a secure framework of expected behaviour, within which they can operate. This policy is designed to provide a basis of self-discipline, which implies that there must always be an element of trust. At Benedict Biscop C.E. Academy everyone will be accorded that respect shown to unique human beings loved by God, and where there are failures, as there will be, these can be dealt with not as disasters but as experiences from which learning can grow.

"The behaviour of pupils is influenced by almost every aspect of the way in which a school is organised and how it relates to the community it serves. It is a combination of these factors which give a school its character and identity."

Elton Report.

Statement of intent:

Our school believes that every child should flourish as a child of God, regardless of their gender, race or religion. We believe that children learn best when they are clear about the expectations of how they should behave and why. We believe that all our children should be free to play and learn without fear of being upset, being hurt or restricted unreasonably by anyone else. We believe that our children should be taught to articulate their feelings and actions. We believe that Christian values can be made explicit through a shared behaviour management system, particularly the development of Justice and Truth.

Aim:

We aim to provide an environment in which there are high expectations of behaviour, where children explore, learn independently and from their mistakes and where children learn to care for and to respect themselves, each other and the environment.

Principles:

Every child has a right to learn and no child has the right to disrupt the learning of others. Every member of our community has the right to be respected.

We consider that the development of a caring Christian ethos is an essential element of learning. It depends on trusting relationships and a process of co-operative team work. Therefore we welcome all members of our community in developing this.

The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self responsibility for managing our own feelings and personal behaviour. We believe this will give our children the language and self confidence to challenge whatever behaviour is “unacceptable.”

Article 28 from the United Nations Convention On The Rights Of The child states: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights.

As a Rights Respecting school we have created our **4 school rules** which aim to provide a framework for rewarding positive behaviour choices through a structured reward system. These rules form the roots of the behaviour system established in school, which develop trust and encompass key rights of the child.

1. Be kind

Treat everyone and everything with respect. Be polite and honest in all situations and never hurt others feelings with your words or actions. Handle equipment carefully and value our resources.

Article 29 *Every child has the the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.*

2. Listen

Listen to each other and respect the opinion of others. Always be prepared to learn and carry out tasks you are asked to do by all members of staff.

Article 12 *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

3. Follow instructions

Always do your best. When you are in school or on school visits, willingly do as you are asked by an adult, when you are asked to do it.

4. Keep your hands and feet to yourself

Move around our school safely. Walk sensibly and calmly in school. Have fun at playtimes but be considerate towards others and use self-control.

This system is supported by:

- consistent use of language of all adults across school.
- fair reward system linked to house systems.
- staff recognising that children need to learn to negotiate with each other in a range of different situations, as a major life skill, with staff supporting the children to do so.
- outstanding teaching to develop the highest standards of behaviours for learning, which challenge, engage and motivate all children.
- parents who want the best for their children and recognise that children make mistakes but that we must learn from them.
- forgiveness is a core Christian value which pervades the school.

Principles of Procedures:

- We require all staff to have equal responsibility for modelling outstanding personal behaviour at all times
- We require all staff to have equal responsibility to tackle any concerns or issues relating to behaviour.
- We require the senior leadership team to support staff and children in developing and maintaining outstanding behaviour.
- A member of the SLT will familiarise all new staff and volunteers with the school's behaviour policy and its rules for behaviour.

- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development eg distraction, discussion, praise and reward.
- We will avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

This is more explicitly outlined for different groups:

Responsibilities

All members of the school community (teaching and non teaching staff, parents, pupils and governors) work towards the Academy's aims by:

- ❖ esteeming children and adults as individuals and respecting their rights, values and beliefs

fostering and promoting good relationships and a sense of belonging to the school community

- ❖ providing a well organised environment in which all are fully aware of behavioural expectations
- ❖ offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- ❖ encouraging, praising and positively reinforcing good relationships, behaviour patterns and attitude towards work
- ❖ rejecting all conduct involving bullying or harassment
- ❖ helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- ❖ caring for, and taking a pride in, the physical environment of the school
- ❖ working as a team, supporting and encouraging one another.

Senior Leadership team will work towards the Academy's aims by:

- ❖ taking a lead in the establishment of a positive school ethos
- ❖ taking responsibility for ensuring staff are aware of and acknowledge the importance of the link between differentiated work, a well organised classroom, a variety of teaching styles, an attractive working environment and appropriate behaviour
- ❖ monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- ❖ recording and monitoring attendance and punctuality and responding firmly when either is poor
- ❖ recording and reporting incidents of serious misconduct

- ❖ taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

Teachers/staff work towards the Academy's aims by:

providing a challenging and stimulating curriculum to enable all children to reach the highest standards of personal achievement

- ❖ recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ❖ enabling children to take increasing responsibility for their own learning and conduct
- ❖ ensuring that learning is progressive and continuous
- ❖ being good role models - punctual, well prepared and organised
- ❖ taking quick, firm action to prevent one child inhibiting another's progress
- ❖ providing opportunities for children to discuss appropriate and inappropriate behaviour
- ❖ working collaboratively with a shared philosophy and commonality of purpose
- ❖ teaching children to be tolerant through everyday curriculum based on Christian values made real in our everyday lives
- ❖ taking immediate steps to eradicate any intolerance towards racist, religious or homophobic prejudice

Pupils work towards the Academy's aims by:

- ❖ attending school in good health maintained by adequate diet, exercise and sleep
- ❖ attending regularly



- ❖ being punctual and ready to begin lessons on time
- ❖ being organised - bringing necessary kit, taking letters home promptly, returning books efficiently, completing homework in a timely fashion
- ❖ developing a positive attitude to the school's code of behaviour
- ❖ conducting themselves in an orderly manner in line with this code
- ❖ taking on increasing responsibility for their environment and for their learning and behaviour
taking responsibility for their own actions and developing a language with which they can articulate their feelings and that of others in order to resolve conflict by negotiation
- ❖ taking greater responsibility for challenging behaviour which they see and which is unacceptable.
- ❖ actively displaying high standards of behaviour on the internet
- ❖ actively displaying considerate behaviour towards all individuals despite race, religion or sexual orientation.

Parents work towards the Academy's aims by:

- ❖ ensuring that children attend school in good health, punctually and regularly (this involves encouraging parents to take holidays out of term time).
- ❖ providing support for the "discipline" within the school
- ❖ offering encouragement and praise to their children
- ❖ participating in discussions concerning their child's progress and attainments



- ❖ ensuring early contact with school to discuss matters which affects their child's happiness, progress and behaviour
- ❖ take an active interest in their child's learning by supporting in class, where appropriate, giving due importance to hearing reading and homework
- ❖ allowing children to take increasing personal and social responsibility as they progress throughout the school.
- ❖ challenging children's negative perceptions about individuals, particularly those marginalised
- ❖ developing their child so that they are intolerant to religious, racist and homophobic bullying
- ❖ protecting children from risky behaviour linked to the internet, through social media websites or games such as the Xbox, by challenging their own children and the behaviour of others
- ❖ modelling exceptional personal behaviour on social media sites, causing no offence or harm to others within or beyond the Academy



Appendix 1 FOR STAFF AND PUPILS The following is guidance to support good behaviour management in school

Strategies to Adopt

Rules, Praise, Ignore (RPI)

Rules, praise, ignore is an approach which can go a long way towards reducing the frequency of low intensity types of behaviour. The essence of RPI is the teaching of appropriate classroom behaviour through positive monitoring and feedback.

Rules

Basic rules and routines should be established at the very beginning of pupil/teacher interaction when a teacher takes over a class in September. Rules should form part of a Class Charter and they should be consistently referred to when dealing with children. This helps establish the rules but also focusses on positive reinforcement as a general principle rather than punitive.

The rules should be:

- ❖ Sensible
- ❖ Related to the needs of the school community
- ❖ Be seen by the children to be fair and appropriate
- ❖ Appropriate to the school's mission statement and aims
- ❖ Rooted in the Rights of the Child and make specific reference to article form the UNCRC

Some guidelines:

- ❖ Phrase the rules positively
In this way the rules are an aid to teaching the children to behave eg 'walk carefully' rather than 'don't run'.
- ❖ Have a maximum of five rules - children and staff find it hard to remember more than five. Avoid petty and unnecessary rules and routines.
- ❖ Have general rules which underpin specific routines:
 - Rule - 'be polite'



- Routine- 'listen carefully when others are speaking'
- 'take turns to speak'
- 'stop and listen when you hear the bell/whistle'
- ❖ Phrase rules briefly eg. 'be helpful and kind' rather than 'pupils should try to help others at all times'
- ❖ Generate rules by discussion so pupils and staff understand the reason for them and this will increase the likelihood of compliance.
- ❖ Display the rules clearly - illustration for younger children
- ❖ Keep the rules alive - keep under review.

Praise

Praise should be used at all times to encourage both academic work and social behaviour.

The purpose of praise in our school is to:

directly reward and reinforce rule following behaviour

- ❖ indirectly deal with inappropriate behaviour (a necessary part of planned ignoring - to draw attention to appropriate behaviour)
- ❖ emphasise appropriate rather than inappropriate behaviour
- ❖ increase the self esteem of pupil (and teacher!)
- ❖ contribute to creating positive friendly atmosphere because the children are likely to copy it within their peer group.

Qualities of effective praise

- ❖ natural and warm
- ❖ appropriate to the sophistication of the child
- ❖ varied and imaginative
- ❖ attention getting and personal to an individual or group



- ❖ accompanied eye contact and gesture
- ❖ frequent and consistent - praise statements should outnumber corrections by at least 3:1 ❖ high levels of praise are especially important when establishing new behaviour.

Attention Seeking Behaviour

Sometimes an adult 'takes for granted' the child's good behaviour and therefore does not respond to it as often as is necessary to establish positive behaviour management. However, they do give children attention whenever they behave inappropriately (because they want the children to stop the inappropriate behaviour).

If the child wants / needs adult attention he behaves inappropriately and is rewarded by receiving attention. The fact that this attention is angry or disapproving may be unimportant. Essential to ensure 'reward attention' is available for appropriate behaviour otherwise the choice for the child may simply be

Appropriate behaviour = no attention (not rewarding)

Inappropriate behaviour = punishment attention (rewarding)

For a child motivated by the need for attention then the decision is clear - behave inappropriately.

Ignore the target child but praise a nearby child who is behaving effectively. Once the target child behaves wait a few seconds then praise.

Advantages of 'ignoring'

'Ignoring' inappropriate behaviour encourages the child to seek more positive ways of gaining attention.





The teacher is looking for 'model pupil behaviour' and attempts to 'catch them being good'. This approach helps to indicate to the children that the teacher is confident that they are capable of such behaviour, and it may be deliberately used by the teacher, to build up self-esteem.

Disadvantages of 'ignoring'

- ❖ Possibility of escalation
- ❖ Other children may feel that the child is 'getting away with it' - need to explain to other children.

If ignoring fails - use a reprimand / warning procedure

Reprimands

If reprimands are ineffective, they are likely to encourage rather than to discourage unwanted behaviour.

Effective Reprimands

Communication has two components:

- ❖ what is verbally communicated (content and quality)
- ❖ what is non-verbally communicated

To be effective a reprimand or warning must give verbal and non-verbal signals.

Verbal component

To have maximum effect a warning or reprimand should:

- ❖ be delivered as briefly as possible

The child must receive the minimum possible attention as a consequence of the misbehaviour.

- ❖ be rule related

Indicating what behaviour is required of the child.

- ❖ refer to the consequences of the misbehaviour

Verbal warning of consequence, if always followed through, will eventually lead to the verbal warning acquiring a deterrence value.





be given in a firm tone of voice

Shouting is not particularly effective.

Non-verbal component

standing rather than sitting
upright with a slightly forward incline

- ❖ reasonably close to the target child or children
- ❖ with eye contact
- ❖ relaxed facial expression
- ❖ calmly but assertively
- ❖ with confidence

Behaviour Management and Self-Esteem

When a pupil is disruptive in class the manner and words used by the teacher will determine the effects on the pupil's self-esteem. The teacher's response to pupil misbehaviour should be directed at the pupil's behaviour and not at the pupils themselves. The latter is a personal attack, which clearly threatens the pupil's self-esteem and is likely to result in escalation.

The 'Rules, Praise, Ignore' approach entails 'ignoring' certain types of misbehaviour. Need to foster a 'positive ethos' and build up self-esteem.

Clear rules, consequences and procedures for implementing the consequences reduce uncertainty and stress for children and staff.

Use of 'cues' in managing behaviour

Cueing is a 'low level intervention' that the teacher can use to indicate disapproval, or that attention is required.

Each of the following cues is, in the first instance, preferable to a verbal instruction.

Visual Cueing

- ❖ eye contact
- ❖ eye contact and raised eyebrow
- ❖ frown
- ❖ shake of the head





❖ pointing finger

❖ calming gesture of the hand

❖ finger on lips

❖ smile

❖ nod

Auditory Cueing

a light cough

a snap of fingers

❖ a quiet naming of the child

❖ a tap on the desk with a pencil

Proximity and Contact Cueing

❖ removing object of distraction

❖ walking toward pupil

❖ sitting next to pupil

Rewards

Ideally the school work should be intrinsically rewarding, and by behaving appropriately and being 'on task' the vast majority of children should have no behaviour problems.

Extrinsic reinforcers may need to be used to, maintain / change children's behaviour until they begin to discover that socially acceptable behaviour in itself serves to bring desirable rewards and / or 'work intrinsic' rewards.

There should be rewards for work, effort and appropriate behaviour, which are accessible to all children, and valued by all children.

Powerful reinforcers and rewards for pupils include:

❖ social approval of peers

❖ social approval of teachers



- ❖ getting something right
- ❖ succeeding at some overall task
- ❖ taking responsibility for work
- ❖ taking responsibility for others

Non-material rewards:

- ❖ teacher attention (non-verbal, verbal)
- ❖ teacher praise
- ❖ teacher encouragement
- ❖ peer-group attention
- ❖ attention and praise from agencies outside the classroom



Praise and encouragement should be realistic, consistent and as immediate as possible. All praise and encouragement should be linked to some observable standards or to some rule.

Material rewards:

- ❖ house points
- ❖ good marks
- ❖ good report
- ❖ stars, stickers, certificates
- ❖ special responsibilities / activities
- ❖ letter to parents

Class teachers do not give children sweets or small gifts as rewards to ensure that pupils are treated fairly across the school.

Advantages of using rewards (in conjunction with punishments)

- ❖ focuses on the positive aspects of behaviour, and leads to positive changes in behaviour.
- ❖ a better role model.
- ❖ more enjoyable for both teacher and pupil and leads to improvement between adult and child. ❖ effects longer lasting and more easily maintained than punishment.

Realistic expectations of a reward system

No positive feedback system will be effective for all of the children for all of the time. But a system which works for most of the children for most of the time is worth retaining.

There will be occasions when the use of reasonable punishments becomes a necessary addition to the reward system.

Punishments (referred to the pupils as consequences of their actions)

- ❖ Removal from a 'positive'/rewarding situation to a 'neutral'/ non-rewarding situation. ❖ Removal from a 'positive' or from a 'neutral' situation to a 'negative' situation.

Research has shown that appropriately planned punishments can improve behaviour.

NB

- ❖ Punishments can suggest to children that punishment is a way of getting what you want.
- ❖ Good relationships can be hard to achieve when punishments are widely used.
- ❖ Persistent use of punishments creates stress for both pupils and teachers, and can damage emotional health.

Loss of rewards/privileges as a consequence of misbehaviour

Effective if:

- ❖ rewards and privileges are valued
- ❖ there is a chance of regaining the reward/privileges in a short time
- ❖ there is a positive climate in school in which pupils feel valued.

Effective Punishments

Punishments are likely to be most effective when:

Applied to a 'positive' context

- ❖ where there are clear positive rules for behaviour.
- ❖ where there are models of appropriate behaviour.
- ❖ where the pupils can earn rewards for appropriate behaviour.

Applied consistently

- ❖ misbehaviour should be punished every time it occurs.
- ❖ the punishment procedure should be the same every time.

Applied immediately

- ❖ applied as soon as possible

