

Bilsthorpe Flying High Academy



Positive Behaviour Policy

**Reviewed September 2023
Next Review September 2024**

Striving for outstanding behaviour at Bilsthorpe Flying High Academy

At Bilsthorpe Flying High Academy, we aspire to work alongside parents to support and inspire children to become the best they can be. We want to help our children to grow socially, personally and academically and this policy is to support our aim for outstanding behaviour.

Outstanding behaviour is not about following rules to avoid getting into trouble; it is about self-regulation – being able to make the right choices about own behaviour and we passionately believe in the philosophy. It is our firm belief that behaviour should be embedded through a whole school ethos and philosophy. As a Thrive school we assess all children to ensure that we meet their emotional needs and support with their wellbeing. The assessment is used to inform whole class assessments and to plan for individual and group sessions where needed.

This policy is about how we do this at Bilsthorpe Flying High Academy, and sets out:

- What we mean by outstanding behaviour
- What we think are the benefits of outstanding behaviour
- How we develop outstanding behaviour in school
- How we recognise that all behaviour is a communication of need

What do we mean by outstanding behaviour?

We feel that outstanding behaviour means that everyone in school is a Bilsthorpe HERO:

Have a go and give 100%

Environment and resources will be looked after

Respect others at all times

Our hands, feet and words will always be kind

We actively encourage this behaviour in every area of school life e.g. entering and leaving the school, in the corridors, at lunchtimes, in the playground, as well as inside the classroom. We believe in the ethos of children making correct choices at all times and we actively look to 'spot' children doing this. We believe that a positive approach to behaviour management is about changing behaviours not about changing the child.

Bilsthorpe Flying High Academy 'Zero Tolerance'

There are certain things that we strongly believe have no place in our school community:

- Bullying – this can take different forms including physical, homophobic, verbal, emotional and cyber
- Physical violence towards other people or the school environment
- Swearing
- Racism

These non-negotiables are made very clear to the children and are immediately reported to a member of SLT if they do occur. We use school council, class assemblies and whole school assemblies to educate children about the negative impact and consequence of these. Our curriculum is also adapted to ensure children have a good understanding of behaviours that will not be tolerated and to address any patterns of behaviour observed during monitoring.

Benefits of Outstanding behaviour

In order to support the positive ethos at Bilsthorpe Flying High Academy, we explicitly role model and promote outstanding behaviour to foster positive attitudes to life. We aim to develop the 7 school values of **Pride, Confidence, Aspiration, Responsibility, Enjoyment, Creativity** and **Perseverance** whilst also ensuring our children are tolerant individuals who show respect and understanding for the opinions and beliefs of other people.

As well as developing self-confidence, our children learn the value of friendship and social interaction in a safe and happy environment where they can grow and achieve. We encourage children to play an active role in their education. Essential to this is a stimulating environment where children feel confident to contribute, without fear of failure or ridicule.

Children's sense of identity will flourish in our care and they will develop and understand the need for a high degree of self-motivation and self-regulation. As teachers, we aim to meet the needs of all pupils; outstanding behaviour helps to facilitate this - enabling us to teach effectively with very few behavioural problems. We believe this allows for a positive learning climate in which all children are free to maximise their potential. We expect supportive contributions from parents and carers as we know that working in close collaboration has a significant impact on children's behaviour and learning.

Our aim is that parents and carers feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's behaviour and progress in a positive atmosphere.

How we Encourage Outstanding Behaviour

At Bilsthorpe Flying High Academy, we want our children to feel that they have an active role in the running of the school. This in itself promotes excellent behaviour and we aim to achieve this through:

- A high profile and active school council.
- Weekly class assembly sessions.
- Play leaders
- Promoting the culture of 'self-regulation' and teaching children about choices and responsibility
- Promoting peer support through recognising others' emotions and equipping children with skills to support self-regulation and resilience

Working Together

At Bilsthorpe Flying High Academy, we firmly believe that positive relationships form the foundations for outstanding behaviour. These positive relationships occur within the school between staff and pupils and also extend outside of the school between staff and parents/carers. Working together with parents is an important part of our school ethos and it is to this end that we have created our Home/School Agreement which all parents and children must sign up to. By signing the agreement, the parents/carers are assenting to support the school and work with us to provide the best provision for their child.

As adults we:

- Recognise and reward positive behaviour as it occurs.
- Explain and role model the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour and seek out help and support from others when needed.
- Recognise that behaviour is a communication of need and therefore we need to promote safe expression of emotions
- Create strong links with parents and carers to ensure they are informed about their children's excellent behaviour and achievements.
- Work in partnership with parents when behaviour needs support
- We believe that positive reinforcement is the best way to achieve outstanding behaviour and we have various ways in school to accomplish this:
- We have a clear set of routines around the school so the children know what is expected of them at any given time. We don't have a list of 'school rules' but base our behaviour on the principles mentioned earlier.

Rewards:

Class Dojo

All classes have Class Dojo and children are able to earn points for demonstrating our school values. Learning is shared on Dojo for parents to view at home and parents are also able to see the points that the children earn while in school.

Whole class dojo points are also awarded for whole class recognition. Each class will have a target for Dojo points each half-term and a curriculum linked 'reward' will be given.

Celebration Assembly

- The class teacher decides on one child who has demonstrated one of our values to be in the celebration assembly.
- The child is presented with a certificate in assembly.

Stickers

A theme linking to our school values and rules will be chosen by the school council members. They will reward specially designed stickers to children demonstrating these positive behaviours.

Other stickers may be given for individual rewards for good behaviour, attitude, manners, hard work and achievement

Attendance Assembly

Individual attendance certificates will be rewarded termly for 100%.

TTRS and Writer of the week

Times Table Rockstar and writer of the week certificates will be given out in classrooms each week.

Reading Ladder

Children move up the reading ladder depending on how many reads they have completed each week. A target is agreed each half term and those children reaching it, are rewarded (The reward is decided by a pupil vote).

Use of sanctions

At Bilsthorpe Flying High Academy, we foster and develop a positive approach to behaviour. When children are not showing, the behaviour expected, we prefer to invest time in getting to the 'root cause' of this behaviour – this includes spending time talking to the child and if appropriate parents and carers. We will also employ strategies to help the children modify their behaviour and also educate them about making the right choices and self-regulating. This may include spending some reflection time in another class. If a child continues to show behaviour that causes a concern, then they will be referred to a member of the school SLT team who will work closely with the child / teacher and parents to resolve the issue. This will be logged on Scholar Pack. If the behaviour becomes a safeguarding concern, this will also be logged on CPOMS.

This is not to be viewed as a 'soft approach' to dealing with poor behaviour but is about using a positive approach to help the child to modify and regulate their own behaviour. Through 'Teacher Talk' discussions with the child on trying to reach a resolution to the issue and for children to demonstrate their learning from the incident.

Below are steps which staff will follow when the children are not showing the expected behaviour. Individual pupil profiles will be used for those children where the below steps are not appropriate.

Step	Approach	Outcome
1	A reminder of expectations and rules	To the whole class
2	A verbal warning (x 2)	Specific to the child in question Explain which expectation/ rule is being broken
3	Time out in own class	Move from working space Teacher discusses behaviour with child- restorative questions. What is going on? What is needed?
4	Time out in a different class (5 minutes with timer)	Recorded on Scholar Pack Restorative questioning time needed with staff member involved with the behaviour
5	Reflection time during break or dinner (up to 15 minutes)	Time during playtime with an adult Follow-up/ reparative conversation Conversation with parent and recorded on Scholar Pack
6	A member of SLT to become involved if the situation continues to escalate	Phone call to parent from class teacher (recorded on Scholar Pack)

		Could lead to the development of a de-escalation plan/ 5 point scale in conjunction with the family, SENDO and teacher
7	If behaviour continues to escalate following the above steps	Another meeting with family, SENDCO and SLT member (recorded on Scholar Pack) Consideration of whether a pupil specific risk assessment is required Potential internal exclusion Class teacher to develop pen portrait. Discussion with SENDCO regarding external agency referral
8	Relevant external agency support	Class teacher to follow and update all pen portraits with strategies recommended from professionals involved
9	Fixed term exclusion	Between 1 – 4 days or as determined by external agencies.
10	Permanent exclusion	Determined by the Governing Body

If a child is asked to leave the classroom, it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member that the behaviour affected, reflects with the child to ensure the 'repair' is carried out.

Exceptions

Exception	Resulting Consequence
Refusing to do something	Straight to step 5
Refusing to do something repeatedly	Straight to step 6
Inappropriate language	Straight to step 5
Inappropriate physical contact	Straight to step 6

Individual Pupil Profiles

Where a child is struggling to manage their behaviours, it may be necessary to implement an individual behaviour plan. This plan will seek to address trigger points, difficulties and behaviour issues through a specific set of actions and adjustments which will enable the child to continue with their learning and bring about change to their behaviour. The plan will be written with the child and parents will be informed of the actions. They will be time limited and a review will be held at the end of the plan to assess progress.

Children may also receive support from our Thrive Practitioner to enable them to build their emotional and social skills, reflect on incidences of making the wrong choice and promote resilience.

Suspensions

At Bilsthorpe Flying High Academy, we use suspensions as a last resort. If it is deemed an appropriate action to support a child in school then an individual child will be placed in a different class to continue with their learning for a set period of time. This can help to de-escalate situations and allow for other support mechanisms to be put in place. Should it ever be necessary, the school will put a 'temporary suspension' in place for an individual child – this is usually between 1-3 days in length.

When the child returns to school a re-integration meeting will take place where a set of agreed actions will be decided to improve the behaviour of the child and an individual pupil profile will be put in place.

For repeated, or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Behaviour causing concern

In the event of a child's behaviour raising safeguarding concerns the matter will be referred immediately to the Senior Designated Person in school (Sam Leek) and recorded on CPOMS. The procedures outlined in the Child Protection Policy will be followed.

Outside agencies

School will work closely with the child and parents and carers to improve the situation and issues in school that are causing concern. If it is appropriate to do so the school will involve outside agencies who have professional training – this is used as a positive support strategy for all involved. Such agencies will often offer support to parents and carers who have out of school concerns over a child's behaviour.

Key contacts in school

All staff take behaviour management very seriously and will go above and beyond to try to bring about positive change in a child's behaviour. We expect our parents to discuss issues with the class teachers in the first instance. In the event of a parent wishing to discuss issues with a more senior member of staff, they should request an appointment with the Deputy Head or Head Teacher. The school also has a Family Support worker, Thrive Practitioner, an ELSA worker and SENCO, who are available to give advice and signpost support for parents dealing with difficult issues.

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