



South Baddesley CE Primary School

Behaviour Policy 2023-24

What are our aims?

South Baddesley is a caring, respectful and inclusive learning community where children are able to learn in a calm, fair and consistent environment.

Through our **people first** curriculum we recognise individual pupil needs and support all pupils to develop self-efficacy and agency through the growth of **wisdom, curiosity, innovation and excellence.**

This vision enables all learners to:



This vision statement is firmly rooted in verse from the Bible and is underpinned by our PagChristian Value of:



'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5

Through our Lighthouse and Explorer curriculum, we teach children that 'kindness' is the root of all positive relationships, wellbeing and citizenship. This is explained as:

Kind to ourselves	Kindness to others	Kindness to the world
<p>Treat ourselves like we treat good friends.</p> <p>Take time to recognise our feelings and remember we are never alone.</p> <p>Taking action to help ourselves feel better.</p>	<p>LISTEN to others' thoughts and ideas.</p> <p>RESPECT that we are all different.</p> <p>WELCOME and include others in our learning and play.</p>	<p>Make good choices to protect and care for our world.</p> <p>Inspire others to make positive contributions to our world.</p>

Our Universal Expectations

Our behaviour policy supports all individuals to work together harmoniously so that everyone feels **safe, happy and secure**.

All pupils come to school to **learn** with the understanding that they are learning to grow and become **independent** and **responsible learners**. They are active and valued members of a **community**.

We promote good behaviour and maintain **consistent expectations** for supporting behaviour and discipline at South Baddesley. All members of our school community have a role to play in the achievement of positive behaviour for all.

Adults	Environment	Pupils
<p>Smile and welcome all pupils.</p> <p>Greet, check-in and notice all individuals.</p> <p>Calmly use positive reminders.</p> <p>Simplify instructions and reduce cognitive overload.</p> <p>Listen and give time to individuals.</p> <p>Use planned ignoring and gentle phrases such as, 'I wonder if...?'</p> <p>Repair quickly when things go wrong.</p> <p>Regularly train and develop strategies to support and guide pupils' behaviour.</p>	<p>Clear daily routines with visual reminders and where possible provide prior warning of changes.</p> <p>Use timers and/ or music to set time limits.</p> <p>Have clear stopping systems.</p> <p>Resources to support children self-regulate, manage feelings and complete tasks.</p> <p>Calm spaces to reduce sensory overload.</p> <p>Movement breaks to enable concentration and task completion.</p> <p>Reduce sensory overload through neutral colours and well-organised learning displays.</p>	<p>Follow adult instructions.</p> <p>Organise our belongings so that we are ready to learn.</p> <p>Contribute to the creation of class charters.</p> <p>Discuss and demonstrate the behaviours identified in class charters.</p> <p>Respectfully contribute to class meetings.</p> <p>Use kind words and actions.</p> <p>Take turns and share resources.</p> <p>Say 'sorry' when necessary.</p>

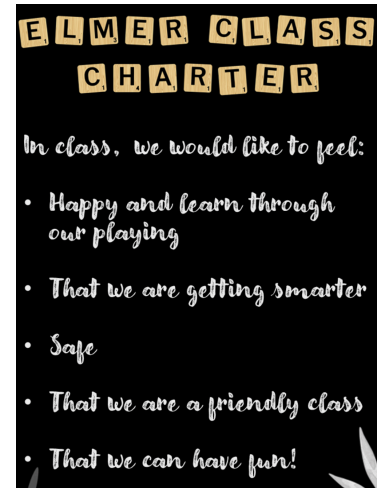
At South Baddesley, we all understand that '**every day is a new day.**' We can always move forward and try again to do our best.

How do we achieve our aims?

SBS Class Charters and Class Hopes and Ambitions:

in September, each class works together to create a Class Charter and a set of shared 'hopes and ambitions' for the year. Initially, children look together at examples of kindness and consider what kindness can look like in different contexts. They then write a class charter which they review each term.

When writing the Class Charter, children are supported to think about 'how' they would like to feel throughout the school day. These desired feelings set the expectations for their behaviour and learning. Importantly by creating this shared understanding of a harmonious learning community, all learners can work towards a set of collective 'hopes and ambitions.'



Teaching and Learning Opportunities: at South Baddesley, we include a range of teaching opportunities to support pupils develop strong individual conduct. These opportunities include:

Mindful Moments: these are regular points in the day for children to use mindfulness to support the development of self-regulation skills. We recognise that through effective self-regulation, children are able to independently identify their emotions and this in turn enables pupils to learn to manage their behaviour effectively.

When appropriate, Mindful Moments are also a good opportunity to reflect on the Class Charter and shared 'Hopes and Ambitions'

SBS Worship: these are daily opportunities to come together as a whole school, or a key stage or a class to explore more deeply our Christian and/or universal values and to develop a collective sense of spirituality. Worship is an opportunity to reflect, question, seek answers and to be guided by our spiritual journey. Importantly, worship provides a 'breathing space' and moment of peace within our busy day.

Heartsmart: our Heartsmart curriculum provides a toolkit for teaching about Relationships and Health. Each term we use a different Heartsmart concept to explore how we can develop positive relationships with others, develop our own sense of wellbeing and seek positive solutions to difficulties.

Character Education: this starts with our class names, as each character from literature represents a set of inspirational character qualities and attributes. In addition, each term, we take a different character quality and explore the attributes throughout the curriculum, each year building upon the children's competencies in these areas. Literature and Character education are two of our three curriculum drivers.

Leadership opportunities: in order to further support learner's development of self-efficacy and agency, a number of pupil leadership opportunities are introduced into the curriculum. This begins informally through child-initiated learning in Early years and Key Stage One and more formally in Key Stage Two through the opportunity to lead a specific area of school life, for example Sports Leaders.

Citizenship: our third curriculum driver is 'the world.' This is a focus on supporting children to become aware of global issues and their role as active global citizens. This helps children to understand their roles and responsibilities and enables them to be positive advocates and stewards of our world.

Outdoor education: deepens our commitment to the world and understanding how to protect and sustain our world. In addition, we use our beautiful outdoor setting as a vehicle for learning across the curriculum. This enables children to take risks in their learning, work both individually and as a team, seek solutions to problems and set tangible challenges.

Class meetings: these take place twice a half term. Children collectively identify the things they would like to discuss and work together to problem solve. Pupils take minutes of the meeting and these are shared with the SBS Leadership Team.

Class Calm Spaces and Character Displays: all classrooms have a calm space to support children to self-regulate and manage their feelings. Within this space there is a mechanism for all pupils to share any worries or concerns that they may have. Each classroom has a 'character education; display to remind children of: the focus character skill, Heartsmart focus, class charter and class meeting outcomes/ actions.

Lunchtime expectations and help: there is a shared display in the entrance to the hall reminding children who the First Aiders are and what the lunchtime rules are.

Friendship Agreements: these are used to support children if they are experiencing persistent friendship difficulties that cannot be resolved independently. With adult support, pupils collectively agree to some friendship rules and then work together to achieve them. These agreements are also part of the schools' 'no tolerance' approach to bullying and reflect the commitment to teaching repair and growth skills.

What are our reward systems?

- Each class has a system for collecting credits towards class rewards. These systems are discussed and explained during the school 'settling-in week' in September and linked to the Class Charter and goals set out in the class Hopes and Ambitions.
- Across the school children may receive Explorer points, Values awards or Wonderful Manners awards.

Explorer Points	Academic performance
SBS Values Awards	Demonstrating the SBS Christian Values
SBS Wonderful Manners Awards	Using exceptional manners

- These awards are recorded within each child's individual portal on Arbor and parents are able to access this page to see the awards that their child/ren are receiving.
- We hold an Explorer Worship each week where children receive 'Explorer Bears and certificates' for academic success at all levels. Explorer Awards are celebrated with the school community via the 'SBS Friday Bulletin' sent home to families.
- Pupils may be sent to any other member of staff to share good learning and behaviour.
- Tokens and/or stickers may be given at unstructured times to recognise good behaviour.
- Termly awards are given to pupils during our end of term 'Celebration Assembly.' During these assemblies pupils receive Headteacher certificates for sustained excellence across any aspect of the curriculum or individual development. In addition, pupils are nominated by school staff to receive trophies based on core areas of school life and/ or to celebrate specific character attributes. This includes the termly award for 'kindness.'
- Where necessary and supportive of individual needs, additional reward systems may be in place for some pupils. These reward systems are agreed in advance with pupils, parents and in consultation with the SBS Inclusions Team.

How do we manage poor behaviour choices?

Following the use of a range of positive engagement and de-escalation strategies, all SBS classes follow a three warnings system.

Reminder: where possible, the teacher will give a pupil a brief reminder of expectations. Sometimes this is a non-verbal reminder.

Warning one: if this reminder does not stop the negative behaviour, a first warning is given verbally and staff use scripted reminders. Staff aim to recognise improved behaviour within 3-5 minutes.

Warning two: if a pupil's behaviour does not improve after the first warning a second warning is given and this is recorded discretely. Again the staff member uses the same scripted response.

Warning three: if the child's behaviour continues to escalate, the child is asked to leave the classroom and go to a workstation in a different classroom to complete a 'reflection' sheet. They return to their class for the next lesson and complete any missed work during a breaktime.

Reflection sheets are kept by the class teacher for at least two terms as both a reference for on-going dialogue about behaviour with a pupil and to review patterns of behaviour where necessary.

The SBS scripted response is as follows:

I noticed that you are.... (having trouble to/ struggling to get going/ wandering around the classroom....). State what the problem is.

Do you remember last week/yesterday when you.... What you want to happen.

That is who I need to see today. (Reminder.)

Thank you for listening. (Gratitude.)

If a more serious incident occurs the strike system will be bypassed and the pupil will be sent directly to the Headteacher or Senior Teacher. Such an incident will be recorded in the behaviour log and the parents informed.

The following actions are considered to be extremely serious:

physical attacks, behaviour that threatens the safety of themselves and/or others, swearing aggressively at others, making a racist, sexist or homophobic remark or attempting to abscond.

If a pupil's behaviour is too disruptive to the learning and welfare of others, they may be asked to complete their learning separately from the rest of the class, they will be offered alternative breaks and relaxation periods. Separation or time-out periods

are set for short periods of time, generally a morning or an afternoon and the pupil is constantly monitored by a member of school staff.

Consequences during unstructured times:

If children need reminding of the expectations in the behaviour policy, they may be shown a **yellow** card. The use of the **Restorative Justice** questions are used to help children problem-solve.

If this behaviour continues, they may be given a **blue** card. The blue card will be sent to the class teacher who will then at a time suitable to them discuss the event with the child and follow appropriate procedures as a consequence.

If a child's behaviour is physical, threatens the safety of themselves and/or others, swears aggressively at others, makes a racist, sexist or homophobic remark or the pupil attempts to abscond, they will be given a **red** card and sent directly to the Headteacher or Senior Teacher. A red card event will be recorded in the school behaviour log and the parents will be informed.

We promote the use of Restorative Justice to enable pupils to problem-solve and move forward. This includes the use of the 'narrative approach,' 'friendship contracts,' and SBS Plans.

Where pupils are victims of another child's behaviour; they will be listened to and treated with high-levels of dignity. Staff will be clear that they are not responsible for the behaviour of others and offer follow-up pastoral support if necessary.

Exclusions from school:

Where a serious behaviour incident occurs either within class or during an unstructured time, an exclusion may be considered. Fixed-term exclusions are for a fixed-period of time and a permanent exclusion means a pupil may no longer be educated at the named school.

Exclusions may be issues for one-off events or persistent incidents that threaten the wellbeing and safety of any individual in our school community. This includes extreme violations of the schools vision and values, such as:

- physical aggression,
- verbal aggression,
- absconding,
- refusal to follow adult instruction and/or
- prejudiced remarks about or towards others.

Prior to issuing a fixed-term exclusion, the school leadership team completes a full investigation into the incident and always considers mitigating circumstances that may have led to the incident or reduced the individual's capacity to manage their behaviour.

Parents are informed immediately of the intention of an exclusion and in-line with Hampshire County Council procedures for exclusions, learning is provided for the pupil to complete whilst away from school.

When a pupil returns to school, following a fixed-term exclusion, they will be asked to engage in a reintegration meeting. Where possible, this meeting includes, parents and a member of the leadership or inclusions team.

Further information regarding Hampshire County Council's procedures for exclusions can be found [here](#).

What are our individual roles and responsibilities?

Role of the Leadership Team: it is the responsibility of the Leadership Team to enable the implementation of the school behaviour policy consistently so that the school environment remains: predictable, secure and fair.

Through modelling, training opportunities and monitoring the Leadership Team supports all staff to effectively apply the SBS Behaviour Policy. School systems enable staff to work in a proactive manner; identifying and swiftly addressing difficulties through a range of mechanisms and when appropriate with the support of external agencies.

The Headteacher monitors behaviour reports and when necessary, shares this information sensitively with parents. The Headteacher keeps records of all reported serious incidents of misbehaviour, including bullying and racism. Governors are provided with annual reports on the effectiveness of this policy.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of the children in the school. The Headteacher and/ or the Deputy Headteacher acting in the role of the Headteacher, have the responsibility of issuing fixed-term exclusions to individual children for serious incidents.

The Headteacher and/ or the Deputy Headteacher acting in the role of the Headteacher, is also responsible for permanently excluding a child if necessary; however, this action is only taken after consultation with Governors. Any exclusion is in-line with Hampshire County Council's policy for exclusions and advice is always taken from HCC Inclusions Officers.

Role of Staff Members: it is the responsibility of all staff to promote the principles of the school behaviour policy. Staff provide positive role-models to the pupils and by actively reminding them of the expectations set out in this policy. All staff use de-escalation strategies to enable children to access learning and make positive choices.

All members of staff have high expectations of all pupils' behaviour and recognise when children demonstrate good conduct. All staff follow the school's systems for

rewarding positive behaviour, as well as knowing when to use specific SBS tools for managing behaviour and apply consequences as set out in this policy.

Staff complete frequent training in the use of the SBS Behaviour Policy and contribute to the design and implementation of learning opportunities. When appropriate, staff follow the guidance of both senior leaders and external agencies. Staff work in partnership with parents to ensure all individuals have the necessary opportunities to thrive in the school learning environment.

Role of Pupils : pupils agree to consistently work towards the expectations set out in this policy and support their friends in doing this too. All pupils have an opportunity to contribute towards the Class Charters and Hopes and Ambitions.

Through our rich curriculum, pupils are given regular opportunities to learn about positive behaviour and how to regulate their emotions. They are able to ask and answer questions.

The school's narrative approach, used to resolve difficulties, ensures that children are given opportunities to share their viewpoints and listen to the viewpoints of others. Children are encouraged to actively seek solutions to difficulties and reflect on their behaviour. Children are able to use a range of shared strategies to manage difficult situations.

Role of Parents: parents receive a copy of the SBS Behaviour Policy, individual Class Charter annually and home-school agreement. They are given the opportunity to ask questions about this policy through the annual 'Meet the Class Teacher Events' and parent consultations.

Parents are requested to support the principles of the SBS Behaviour Policy and support their children to understand these principles. In addition, they are required to support both the rewards and consequences set out in the school behaviour policy.

In the event of a serious behaviour incident, parents are asked to constructively engage in the subsequent discussions and strategies implemented to support individual children. Parents will be given the opportunity to fully understand and, when appropriate, contribute to the strategies used to support children through discussions with school staff and when appropriate external agencies

Policy reviewed with staff: 2nd September 2022

Policy approved by Governors: 13th October 2022

Next review date: September 2023

