



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Positive Behaviour Policy

This policy will be reviewed and updated by the Governing Body at least every three years. All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Policy approved by Governing Body on 13th July 2020

Signed Daniel Brearey, Headteacher

Paul Mason, GB Chair

Policy due for review July 2023

POSITIVE BEHAVIOUR POLICY

This policy was developed following a series of professional development sessions based upon the book 'When the Adults Change, Everything Changes' by Paul Dix. This book helped to shift how our school thought about behaviour and our response to it. We expect all existing and new staff to read this book to help influence their thinking when referring to this policy.

1. Rationale

- 1.1 To apply **consistent expectations** and guidance to create a **caring family atmosphere** in which teaching, and learning can take place in a **safe and happy environment**.

2. Our Core Christian Values:

These have been chosen in consultation with the whole school community (children, parents and staff) and cover four key areas that permeate everything that we do as a school – these values are not exhaustive but represent the most prominent values in each school:

a) Happiness

Happiness is part of well-being, satisfaction and flourishing. It does not always just happen and can be personal to individuals. Small steps can be taken to help yourself and others to feel happy. In school, we try to encourage these steps.

"Blessed-or happy-are those who continually hunger and thirst for righteousness-or fair play" (Matthew 5:6).

The secret to happiness is to make everyone around you happy. In return, you will get the satisfaction of bringing joy to others and their positive energy will come back to you. School rules and the laws decided by parliament are all written to encourage 'fair play for all' and a happier place in which to live.

b) Respect

This is valuing everyone and everything and celebrating our differences. Within our school, we encourage all, *"to treat others as you would want them to treat you."* (Matthew 7:12). Respect can mean simply treating each other with politeness and courtesy and recognising that everyone's contribution is important and that everyone's feelings should be considered. We believe that everyone is special, everyone's opinion matters, everyone's contribution is important, everyone's feelings should be considered, and everyone's faith is sacred.

c) Honesty (*Brampton Abbots Only*)

We discuss how being honest with yourself is important – that everyone makes mistakes but that everyone is perfect in the eyes of God, everyone is growing and no matter what, we should always forgive.

Being honest with friends and family is important for personal relationships and for us to feel comfortable with ourselves. Honesty in friendships and at home, in the classroom and in the school community helps us to be trusted amongst peers and those in the wider community. Being fair and open with each other, agreeing always to tell the truth helps others to see us as trustworthy and reliable. Proverbs 16:8 states that *'It is better to be honest and poor than dishonest and rich.'*

d) Trust (*Bridstow Only*)

Trust is the very essence of faith; trust in the God who is trustworthy. Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others' hands.

e) Friendship

Friendship is an undisputed value in our society, with children often spending more time with their friends than with family. It is a key concept in the Christian framework, with Jesus being criticised for being ‘the friend of sinners’ and eating with those whom society rejected.

Feeling comfortable in each other’s company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised.

3. Core Expectations

3.1 At school we have high expectations of ourselves and everyone we work with. To this end, we all adhere to these core expectations:

1. Be kind
2. Be the Best you can Be
3. Be courageous
4. Be resilient

4. Recognising over & above behaviours

4.1 We believe that all staff and children will work up to our core expectations. However, it is important to recognise when individuals or groups have gone ‘over and above’ our core expectations. We mark these instances in the following ways in each school:

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- Headteacher’s Certificate – weekly recognition
- The Cup – this is special
- Sharing an over and above behaviour with a parent or carer - this can be a motivating and positive reinforcement factor. It may be a phone call or a personal message or note.
- Praise related to effort AND an outcome
- Each class recognise over and above behaviours in their individual ways as well – this is delegated to each class to decide upon, making each class special and unique.

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- Special Learning Lookout certificates - You were spotted... - recognition of growth mindset learning behaviours.
- Sharing an over and above behaviour with a parent or carer - this can be a motivating and positive reinforcement factor. It may be a phone call or a personal message or note.
- Praise related to effort AND an outcome
- Whole class rewards - marble jar to recognise specific learning behaviours. Avoid singling out individuals and not giving marbles for this reason.

5. Visible Adult Consistencies

5.1 All adults at the school follow these approaches to develop a consistent adult approach with our children.

- We always give a warm welcome - addressing each child by name, recognising something individual about each child where feasible.
- We look for the positive – this includes verbal and non-verbal cues
- Every day is a new day – we believe in the power of a fresh start each day

6. Positive intervention

6.1 We believe that everyone is an individual and should be treated as such.

6.2 To this end, we operate an individually tailored approach to supporting children and families.

6.3 Approaches and strategies for working with children and families will include:

- Writing an Individual Behaviour Plan (IBP) with the child and parents
- Involvement of the Local Authority Behaviour Team
- Target Diaries
- Behaviour Targets
- Behaviour Reward Charts
- Social Stories
- Comic Strip Conversations
- Specific use of SEAL (Social and Emotional Aspects of Learning) Materials
- Emotional Literacy
- Growth Mindset Mentoring
- Counselling
- Restorative conversations – these are conducted regularly, when needed, and follow a ‘micro-script’ like the one in section 10.

6.4 We recognise that this is not an exhaustive list and that other interventions and support programmes may be used.

6.5 We recognise that school is a protective factor for children and young people, and behaviour can affect the mental health of pupils and their parents/carers. Staff will be aware of this in setting expectations of pupils.

7. The use of reasonable force

- 7.1 The school follows the guidance set out by the Department for Education. This can be found by following: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 7.2 All staff are trained using TeamTeach techniques and approaches. This training is updated and refreshed regularly in accordance with the TeamTeach guidance.

8. Behaviour beyond the school gate

- 8.1 It is not school policy to become involved with or sanction against incidents that have taken place outside the school grounds. However, where this behaviour or an incident has had a bearing upon behaviour in school this will be taken into consideration.

9. Accusations made against staff members

- 9.1 Please refer to the Allegations of Abuse against Staff Policy

10. Restorative Questions

- 10.1 Paul Dix’s book, When the Adults Change, Everything Changes, supports the use of brief but worthwhile ‘restorative conversations’ about behaviour or an incidence that has arisen. To this end, the school has adopted this ‘micro-script’ to support all staff in having these conversations:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since? How did this make people feel?
4. Who has been affected?
5. How have they been affected?
6. What should you do to put things right?
7. How can we do things differently in the future?