



“Bee” long

“Bee” lieve

“Bee” have

Each bee plays a part in the hive

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.

1 Corinthians 12: 12-31



Stretton Sugwas Church of England Academy

Positive Behaviour Policy



**Reviewed: Autumn 2023
Miss B Bowen**

Introduction: Our Vision

"Each bee plays a part in the hive."

At Stretton Sugwas Church of England Academy, our Christian ethos is built upon the theme of the Body of Christ, which teaches us that we are all an important part of a team, have a unique role to play and must work together to help others. As a result, we encourage everyone in the school community to **belong** to a team, **believe** in themselves and **behave** in a compassionate way.

Underpinned by this, the manner in which we promote positive behaviour at Stretton Sugwas is a team effort that reflects our individual responsibilities and abilities in helping to contribute to the overall interdependent harmony and ethos of the school.

"Bee"long: Who is this policy for and who is responsible for behaviour?

As highlighted in the introduction, the positive behaviour of children is the responsibility of school, parents/carers and the child themselves working together. This policy is intended to be inclusive for all children in our care.

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative and relationship-focused approach to behaviour management. This will allow **all** pupils at Stretton Sugwas Academy the opportunity to enjoy a calm, nurturing and caring environment which will support them both emotionally and educationally to give the best possible chance of success. We believe that by making **all** children feel valued members of our learning community, they will be motivated to always try their best.

Children with SEND/SEMH

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities.

Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour Support Plan will be used for children who's SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

Equal Opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

“Bee”lieve: What Skills Will We Use? Why?

Positive Role-Models

Our approach to creating a positive ethos within the school is to be positive role-models by treating children positively, praising them, offering them encouragement and acknowledging their achievements. We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of positive encouragement systems and rewards.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

At Stretton Sugwas Academy we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At Stretton Sugwas Academy we are committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Positive Reinforcement

Our school uses three simple words, or rules, to help children to reflect positively on their own behaviour:

- Ready
- Respect
- Safe

We believe that any less-than-positive behaviour can be put into the categories *ready*, *respect* or *safe*. These rules are explicitly taught and modelled by all members of our school community. Importantly, they have the purpose of generating discussions between staff, pupils and parents that help encourage reflection on what is needed to develop more positive behaviour.

Positive and Safe Environment

These rules are also underpinned by the Protective Behaviour's mottos, "*We all have the right to feel safe all of the time*" and "*We can talk to someone about anything even if it is awful or small*". These rules also take into consideration key British Values, such as teaching children the difference between right and wrong and helping them to take responsibility for their behaviour. More information on this can be found in our 'British Values Statement'.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book '*When the adults change, everything changes*'.

Positive Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated is essential. We will partly achieve this through:

- Positive praise by staff.
- Approval by the Head Teacher/Senior Management Team, either through individual praise and a sticker or by requesting the Head Teacher/ Senior Management Team comes into the classroom for whole class praise.
- Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.
- Social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.
- Children earning raffle tickets from any member of staff in the school, including lunchtime supervisors, this can be for a variety of things, for example, being polite and helpful.
- A weekly 'Assembly of Excellence' to celebrate good qualities of work and behaviour. This gives time for encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work.
- Drawing out a raffle ticket from each class jar for a child to win a small prize. All the raffle tickets will go into one big pot where one child from the school will be chosen to win a slightly larger prize.
- Encouraging positive behaviour and hard work by displaying examples of work done in class that week and giving out certificates either for great work or behaviour. This includes a "Bee of the Week" award. For this a child from each class will be chosen for an outstanding contribution they have made that week, for example, for being consistently kind to other children.

Further to this, we believe good behaviour must be recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Positive Punishment

At Stretton Sugwas, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear,

consistent consequences chosen by the adult dealing with a specific incident. We want our children to understand that there are always consequences to our actions, therefore we have both positive and negative consequences, according to our behaviour choices.

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paidback.

Positive Display and Behaviour Boards

Displays and events that praise the children's achievements should be commonplace around the school. Children need to see that they have contributed something special and see that the team around them celebrate that achievement with them.

Positive behaviour boards (see Appendix 1) will be used to promote the feeling of a team effort in the managing of behaviour. It will also act as an opportunity to address desirable and undesirable acts of behaviour through reflective questioning techniques. It encourages a dialogue on behaviour, where pupils can engage in discussions about the roots of a given behaviour as well as the positives or opportunities that can grow from what has happened. In EYFS and with younger children, behaviour boards may be adapted appropriately according to the children's understanding of rewards and sanctions, although with the same positive intentions.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

Positive Conversations and Reflection Sheets

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

The questions used will depend on the age and individual needs of the pupil. For the

youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Children will also complete a Reflection Sheet (Appendix 2 and 3) with their class teacher outlining what they did and how they can change their behaviour. This will be shared with parents.

“Bee”have: What Will We Promise To Do?

Our Roles and Responsibilities

At Stretton Sugwas Academy we believe every pupil has the right to be feel safe, valued and respected. We work together as a team to remind the children, through explicit teaching in class our three-worded source of reflection:

- **Ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- **Respect** - I will listen and talk politely to adults and other pupils; and look after equipment and other people’s possessions.
- **Safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

Leading by Example- The staff at school will:

- Provide a consistent approach across the whole school and model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Report to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.
- Follow the agreed behaviour policy and support each other in doing so.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Inform a member of the SLT when serious breaches of the expected behaviour occur. Members of the SLT will support staff in responding to behaviour incidents.
- Plan and review support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aim to teach all pupils the full curriculum, whatever their prior attainment.

- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.

The Headteacher and Senior Leadership Team will:

- The Headteacher and SLT is responsible for reviewing this behaviour policy.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- The Headteacher and SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Keep records of all reports of incidents of serious misconduct, with action taken and deal with serious, unacceptable behaviour.
- Review policy on an annual basis with mental health lead; they will make any necessary changes and communicate these to all members of staff.
- Make policy available for Ofsted inspections and reviews by the lead inspector, upon request.

The Governors will:

- The Governors are responsible for approving and monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Team Effort: What Can Parents/Carers Do?

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

School Council and Pupil Voice: What Will The Pupils Do?

- Listen to each other and take turns to speak.
- Listen to the grown-ups and obey instructions.
- Use manners, especially what putting our points of view across.
- Give each other advice if we are worried about behaviour.

- Talk to someone if there's something on our minds that is making us behave negatively.
- Try to be positive.
- Respect that decisions do not always go the way we want them to.
- Respect that the adults all want the best for us.
- Realise that we all make mistakes and can improve for the next time.

What If It Doesn't Work?

Safety and Wellbeing: Exclusion (Fixed-Term and Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high. Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

Physical Restraints/Safer Handling

More serious incidents need to be dealt with seriously with clear sanctions. In some cases for the safety of a child or other children in the class reasonable force will need to be used to prevent a child from hurting him/herself or others. All of the teaching staff and teaching assistants have been trained using 'Team Teach' methods, to ensure all children are protected and no one is harmed. Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures. All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

In line with the school's Positive Handling Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

A record of all reported serious incidents will be kept by the Safeguarding Manager.

Complaints or Concerns

Any complaints or concerns regarding the mental health and well-being provision at Stretton Sugwas Church of England Academy can be directed to the Headteacher, or in extreme cases, the Chair of Governors. Details can be found on the school website. We are a listening school.

Appendix 1: Positive Behaviour Board

SEEDS OF CHANGE
DEVELOPING CRITICAL THINKING AND GROWTH MINDSET TO MAKE A DIFFERENCE

How has your good behaviour helped others to grow?

How has your good behaviour *grown* even more?

Thank you for the role you play in our team.

Be careful. What might *grow* from your behaviour?

Ready Respect Safe

Take some time. What is at the *root* of your behaviour?

BRITISH COUNCIL
CREATED AS PART OF THE BRITISH COUNCIL'S CONNECTING CLASSROOMS PROJECT
THE ADULTHOOD FOUNDATION OF EDUCATION'S LEARNING FOR SUSTAINABILITY COURSE MATERIALS © 2016

The graphic features a large tree with a red apple, a beehive, and bees. The tree's roots are stylized as human figures. The background is a light blue sky with clouds and a brown ground area.

Appendix 2: KS1 Reflection Sheet



Reflection Sheet

Let's Get To The Root Of Our Behaviour



Please know that we think you're a wonderful member of our team and we all make mistakes. Something hasn't gone well with your behaviour and we'd like to get to the root of why that might be.



Which of these rules did you break? (Please circle)



What did you do? (Please write on the lines)

How were you feeling when this happened? (Please tick)

| Sad | Lonely | Frustrated | Confused | Angry | Worried | Hurt | Other |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What could **you** do better next time?

Is there anything school can do to help?



Does anyone need an apology? What can you do to show you are sorry?

Pupil signature:..... Date:.....

Adult signature:..... Date:.....



Appendix 3: KS2 Reflection Sheet



Reflection Sheet

Let's Get To The Root Of Our Behaviour



Please know that we think you're a wonderful member of our team and we all make mistakes. Something hasn't gone well with your behaviour and we'd like to get to the root of why that might be.



Which of these rules did you break? (Please circle)



Please explain **what** has happened?

How does this make you feel? Why?

Why do you think you behaved in this way?

What could **you** do better next time so that rules don't get broken?

What can school do to help you or those involved?



What can you do to show you are sorry? (This is an opportunity for a positive action.)

Pupil signature:..... Date:.....

Adult signature:..... Date:.....



Appendix 4: Legislation and Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'