



## St Uny Church of England Academy Positive Behaviour Policy September 2021



### **Mission Statement:**

*We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.*

### **Our vision:**

*We aim to be a positive, loving school where children are equipped to live well with Jesus Christ and with others.*

### **Our guiding Bible verse:**

*'Let your light shine before others...' Matthew 5:16*

***Our Christian values guide our relationships in and out of school.***

### **Friendship:**

*'Encourage one another and build each other up.'* 1 Thessalonians 5.11

### **Forgiveness:**

*'Just as the Lord has forgiven you, so you must also forgive others.'* Colossians 3.13

### **Respect:**

*'Do unto others as you would have them do to you.'* Matthew 7.12

### **Our golden rule:**

*Treat others as you would like to be treated!*

At St Uny we expect good behaviour in and out of the classroom. Put simply, this means keeping our golden rule.

### **Rationale:**

The school's 'Positive Behaviour Policy' aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect, particularly following COVID-19. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

### **Communication of Expectations:**

Staff will share newly adapted expectations with pupils at the start of each school year and regularly through class discussions and the modelling of expected behaviours. Updates and changes made in response to Covid-19 will be communicated when necessary to all pupils.

When in School we expect our pupils to:

- To listen to adults and each other.
- To follow instructions on hygiene, such as handwashing and sanitising.
- To move around the school with thought and care (adhering to any Covid restrictions in place – including if a class is required to 'bubble'.
- To only use set of toilets allocated to individual classes.
- To follow instructions regarding specific areas for play and exercise during playtimes and lunch times.
- To follow the 'catch it, bin it, kill it' approach towards sneezing and coughing using tissues, avoid touching the mouth, nose and eyes wherever possible.
- Tell a member of staff if they feel unwell or are experiencing the symptoms of coronavirus.
- To look after their own and school property and adhere to systems for the sharing and use of resources.

- To do their best in their work and to keep trying even when something is hard.
- To ask for help when they need it.
- To show our Christian values of friendship, forgiveness and respect in their relationships with adults and each other.

If any pupils are unable to attend school, we expect:

- To engage with weekly home learning tasks and carry them out within the expected timescale.

### **Well-Being & Curriculum:**

Our provision will be based around an emotionally rich curriculum, which means that a lot of time will be spent ensuring that your child feels safe within the school environment. We ensure the children get outside as much as possible. We follow the SCARF PSHE curriculum as well as 'Windows, Mirrors & Doors' for spiritual reflection time. Our curriculum will continue to adapt in response to changes in guidance with pupil well-being at the heart of everything we do.

### **Rewards:**

The vast majority of our children show expected behaviour every day. We do not reward expected behaviour other than to verbally thank, encourage and praise children for working and learning well, showing them how much we value and care for them. We follow a house point system, children are placed in one of four houses (Giants, Saints, Pirates, Knights) and a 'Shine' Collective Worship takes place each Friday to celebrate achievements.

### **Sanctions:**

We believe that patience, understanding, discussion and firm insistence on expected behaviour will enable the vast majority of our pupils to learn, play and relate well to each other as part of a friendly, forgiving and respectful Christian community.

### **Warning:**

Most of our children show the good behaviour we expect every day and need nothing more than an occasional verbal '**warning.**'

### **Reflection time:**

For the few children who do not heed a warning, refuse to follow an instruction or hurt another child or adult with careless behaviour or language a '**reflection time**' will be given. The child may be required to use their next playtime with their teacher or TA, talking about the problem and what to do differently in future.

If a child has a reflection time this will be recorded in a class behaviour log so that we can make sure we do not miss repeated inappropriate behaviour or the pattern of triggers. This will be managed by the class teacher allocated to each 'pod' and take place within allocated areas.

The decision for individual or whole-class reflection times, including the length, is to be made by the Class Teacher based on the nature of the behaviour. Children will still be given the opportunity for refreshments and use of the toilet if required.

Should a child have several 'reflection times' in a short period of time or are regularly getting them for the same issue, the class teacher will contact parents or carers to talk about the problem and how to enable the child to behave appropriately in the future.

If one child has deliberately hurt another child, parents of both children will be informed at the end of the day. We encourage parents to support the reflection process by discussing any issues with their child and talking about what they should do differently next time.

If one child has deliberately coughed, sneezed or spat another child, parents of both children will be informed at the end of the day. We encourage parents to support the reflection process by discussing any issues with their child and talking about what they should do differently next time.

### **Severe Behaviour:**

In our school there are specific behaviours which are deemed as 'severe'. This policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- A. Persistent, serious or offensive verbal or physical abuse of a child.
- B. Verbal or physical abuse of an adult.
- C. Dangerous behaviour (likely to result in a serious harm or accident).
- D. Deliberate damage to property.
- E. Open defiance.
- F. Leaving the school site without permission.
- G. Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

### **Dangerous Behaviour:**

If a child behaves in a way that is instantly **dangerous** to their own well-being or that of others, such as violent behaviour or language, they will be taken to the Head of School or a Senior Leader at once. Parents will be contacted and asked to come and meet with the Head of School at the end of the day to discuss the issue and agree what should happen to enable the child to amend their behaviour.

### **Positive Handling:**

At St Uny CE Academy safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

### **Exclusion:**

As a positive, loving Christian community, we would only follow the exclusion route as a result of the 'severe' behaviours listed above and if the safety and wellbeing of pupils or staff was jeopardised. We aim to work collaboratively with pupils and parents to ensure that our school is a positive, loving environment where children and staff feel safe. We hope never to 'permanently exclude' a child but would do so if there was no other way to ensure the safety of that child or children and adults in the school.

### **Mobile Phones**

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, St Uny CE Academy discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school it is an expectation that phones are handed into the school office and locked away securely during the school day. Pupils are able to collect their phones at the end of the day.

Parents are advised that St Uny CE Academy accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds. Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office and a parent/carers will be contacted and asked to collect the phone.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents talk to their children about the appropriate use of text messages as they can often be used to bully pupils. Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

**Special Educational Needs or exceptional circumstances:**

Pupils with special educational needs, a disability or family circumstance that has led to an identified emotional or behavioural difficulty will have their own individual behaviour plan with appropriate rewards and sanctions that will be shared and agreed with parents. Pupils experiencing grief or trauma may need an individual approach for a period of time and this too will be shared and agreed with parents.

**Trauma Informed Schools:**

We are a Trauma Informed School and have a team of staff who are trained in supporting pupils experiencing trauma. An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

**Covid-19 – Changes to Provision:**

Following COVID-19, children will be taught about any adaptations to our normal school routines and structures, providing rationale where possible. By keeping children informed, it will support them in feeling safe. At times, post lockdown, there may be adaptations to:

- Drop off and collection arrangements
- Play time and lunchtime arrangements
- The sharing of equipment
- Use of toilets
- Use of shared spaces
- Class structure – classes may be required to 'bubble' if there is an outbreak of Covid-19.

Throughout our return to school, all responses to children's actions will be reasonable and proportionate. The school will make reasonable adjustments to support all children. Staff will work hard to plan any changes and provide time to inform children, enabling predictability. However, we recognise that at times, this may not be possible.

Reviewed: September 2021

Date for next review: July 2022