



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'

POSITIVE BEHAVIOUR POLICY



Broad Chalke CE
Primary School

Policy Date: July 2024

Review Date: July 2028

‘Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.’ – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour curriculum and policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law-abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy’s expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach

- To involve all of the Academy community in making and celebrating the behaviour expectations through a clear and progressive behaviour curriculum
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to discuss and promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time

- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues
- To actively teach pupils and adults about behaviour
- For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.

3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.

3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:

- Deliberately notice something new about each child.
- Focus positive attention on effort, not achievement.
- Avoid telling children how their negative behaviour makes you feel.
- Avoid shouting.
- Introduce and develop non-verbal cues.
- Focus positive praise on those going beyond expectations.
- End each lesson or session with positive reflections and reinforcements.

3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities to teach this and for them to make independent choices and become increasingly responsible for their own actions.

4. Rewards

4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.

4.2 We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Academies will have their own systems in place, linked to their behaviour curriculum and their vision and values, to honour positive learning behaviours and achievements.

5. Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

- 5.1 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating space for honest reflections. All children should be given the opportunity to share their viewpoint.
- 5.2 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative Five':
1. What happened?
 2. What were you thinking at the time and what have you thought since?
 3. How did this make people feel?
 4. Who has been affected?
 5. What do you need to do now so that the harm can be repaired?
- 5.2 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.3 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
 - It must be made clear what changes in behaviour are required to avoid future sanctions;
 - Group sanctions should be avoided as it breeds resentment;
 - There should be a clear distinction between minor and major offences;
 - It should be the behaviour rather than the person that is punished.
- 5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.
- 5.5 The following sanctions are permitted for use in the Academy:
- Non-verbal warnings;
 - Informal verbal warning that is not recorded;
 - Formal verbal warning that is recorded;
 - Time out in the classroom;
 - Time out outside the classroom environment supervised by another member of staff;
 - Letter home to parents;
 - Separate supervision during break or lunchtime.
- 5.6 In extreme circumstances, fixed term suspensions or permanent exclusions will be considered in line with the Exclusions Policy.

6. Monitoring and Evaluation

- 6.1 All sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:
- Gender
 - Ethnicity
 - Vulnerable pupils (to include PP eligible and SEND)
 - Age
- 6.2 This work forms part of our policy on Equal Opportunities.

- 6.3 Home / School agreement:
- Where and academy has this in place, every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.
- 6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for sanctions to be imposed on all pupils who are involved.
- 7.3 Staff may sanction pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only sanction the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

- 8.1 Staff have the authority to issue a detention to pupils.
- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any

confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- 9.1.2 The **Power to search without consent** for 'prohibited items' including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force must be recorded and parents/carers should be informed.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.' – Paul Dix, *'When Adults Change, Everything Changes'*

11. Linked policies:

- Individual Academy Behaviour Policy and Curriculum – this can be integrated into this policy with the school's own detailed arrangements for managing behaviour.
- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

Appendix 1- 'The Broad Chalke Way'

Our School Vision: *We serve one another in love*

Our School Values: **Respect, Resilience, Hope & Love**

At Broad Chalke we believe in all children:

- our culture is based upon **relational practice**; providing calm, safe and supportive environments which children and young people want to attend and belong

At Broad Chalke we are ambitious for all children

- we want all children to achieve and thrive; our values are demonstrated, and learning is valued - **completing the learning is always the goal.**

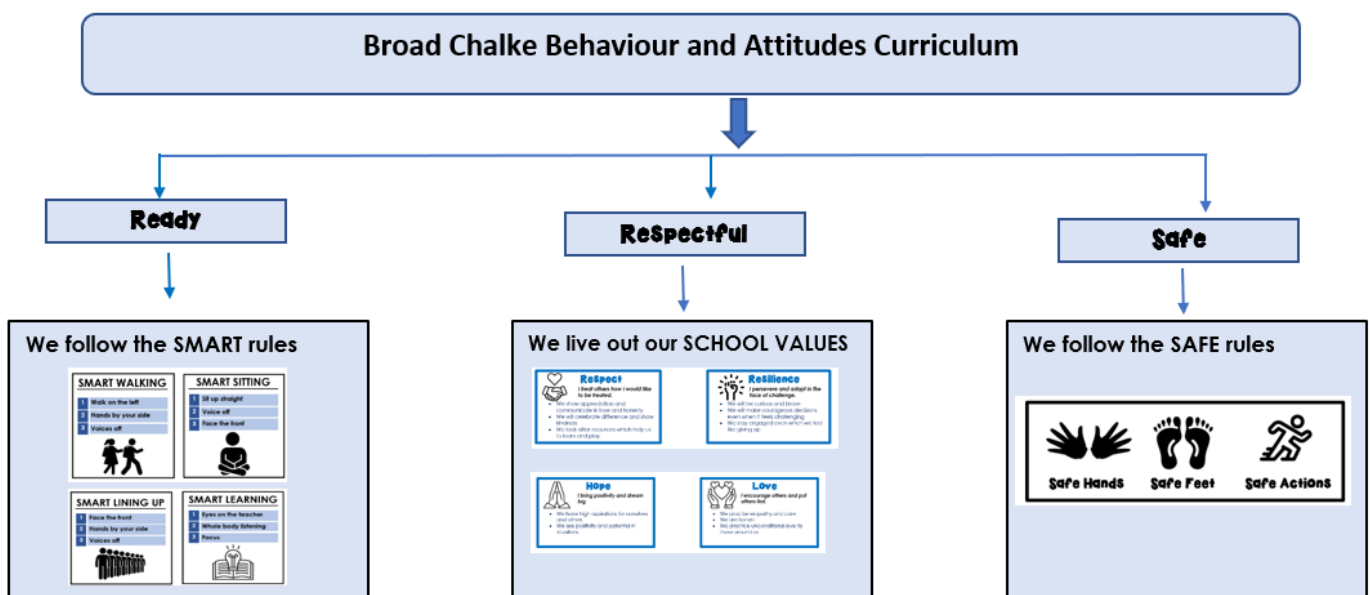
Guiding Principles

- All behavioural interactions are reinforcement of belonging and a process to reintegration into the classroom and learning.
- Behaviour is viewed as communication, with staff adopting responsive and relational strategies to support valued behaviour.
- Staff focus on promoting empathy, kindness, and restorative conversations to address conflicts and inappropriate behaviour.
- High expectations, clear boundaries and consequences are essential to maintain a safe, secure environment. Consequences are applied consistently but proportionally, ensuring that the focus remains on learning from mistakes.
- Partnership with parents and carers is central to promoting valued behaviours, with regular communication regarding both positive achievements and areas for improvement.

High expectations

- At Broad Chalke, we believe that having high expectations means teaching the behaviour curriculum and then enacting it and insisting on it with consistency in order to normalise consistency not inconsistency. Children need to believe that certain behaviours and values will be upheld in order for norms to develop. Exceptions can occur, but they must be exceptional.

The structure of the Broad Chalke Behaviour Curriculum:








School Rules- The Broad Chalke Way

	Ready	Respectful	Safe
Children	We follow the routines and value our learning	We live our Values of Respect, Resilience, Hope & Love	We make responsible, kind decisions
Adults	Recognise children may need an intervention to support with being ready. However ready is always the goal. <i>(the work will get done, reintegration to learning is the goal)</i>	Use relational practice, prioritising the development and maintenance of positive relationships <i>(actively triage – can't or won't, use restorative practice)</i>	recognise that some children's stress-regulation systems can be triggered and underdeveloped and will support them to manage this safely through a relational approach <i>(e.g. PACE)</i>

READY

We follow the routines.

Routines for learning habits and behaviours:

<p>Countdown 5, 4, 3, 2, 1 to gain attention</p>  <ul style="list-style-type: none"> • Be quiet • Look at the adult • Hands still • Active whole body listening 	<p>School Clap to gain attention and ensure whole body listening</p>  <ul style="list-style-type: none"> • Look at the adult • Hands still 	<p>Whistle To gain immediate attention</p>  <ul style="list-style-type: none"> • Freeze where you are • Listen to adult instruction 	<p>My turn, your turn MTYT to rehearse new learning accurately</p>  <ul style="list-style-type: none"> • Active whole body listening • Say aloud what was said 	<p>Think, Pair, Share to reflect, share and rehearse new learning</p>  <ul style="list-style-type: none"> • Think • Say aloud and listen to others • Say aloud
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SMART WALKING

- 1 Walk on the left
- 2 Hands by your side
- 3 Voices off




SMART SITTING

- 1 Sit up straight
- 2 Voice off
- 3 Face the front




SMART LINING UP

- 1 Face the front
- 2 Hands by your side
- 3 Voices off



SMART LEARNING

- 1 Eyes on the teacher
- 2 Whole body listening
- 3 Focus- thinking hard




RESPECTFUL


We live out our values.

 **Respect**
I treat others how I would like to be treated.

- We show appreciation and communicate in love and honesty
- We will celebrate difference and show kindness
- We look after resources which help us to learn and play

 **Resilience**
I persevere and adapt in the face of challenge.

- We will be curious and brave
- We will make courageous decisions even when it feels challenging
- We stay engaged even when we feel like giving up

 **Hope**
I bring positivity and dream big

- We have high aspirations for ourselves and others
- We see positivity and potential in situations

 **Love**
I encourage others and put others first.

- We practise empathy and care
- We are honest
- We practice unconditional love to those around us

SAFE

We have safe hands, safe feet and safe actions.



Broad Chalke Behaviour for Learning Flow Chart and how to respond to **Not READY or RESPECTFUL (Detrimental behaviour)**

LEVEL 1

- Not being **READY**
 - Not demonstrating SMART rules e.g. *Wandering around the classroom, Distracting others*
 - *Fiddling with things e.g. rulers*
- Not showing **RESPECT**
 - Not living out our values e.g. *Calling out in class*
 - *Not listening to adult instructions*
 - *Interrupting others or talking over others*
 - *Muttering or answering back*
 - *Inappropriate chatting*
 - *Interfering with the property of others*

LEVEL 2

- Persistent Level 1 behaviour -not being **READY, RESPECTFUL & SAFE** e.g.
- **Not Respectful Level 2 behaviours**
 - *Refusal to follow adult instructions*
 - *Disrespectful behaviour e.g. imitating adults*
 - *Encouraging others to misbehave*
 - *Minor deliberate damage of property*
 - *Name calling*
 - *Lying/dishonesty (depends on severity)*
 - *Defacing own or other's work*

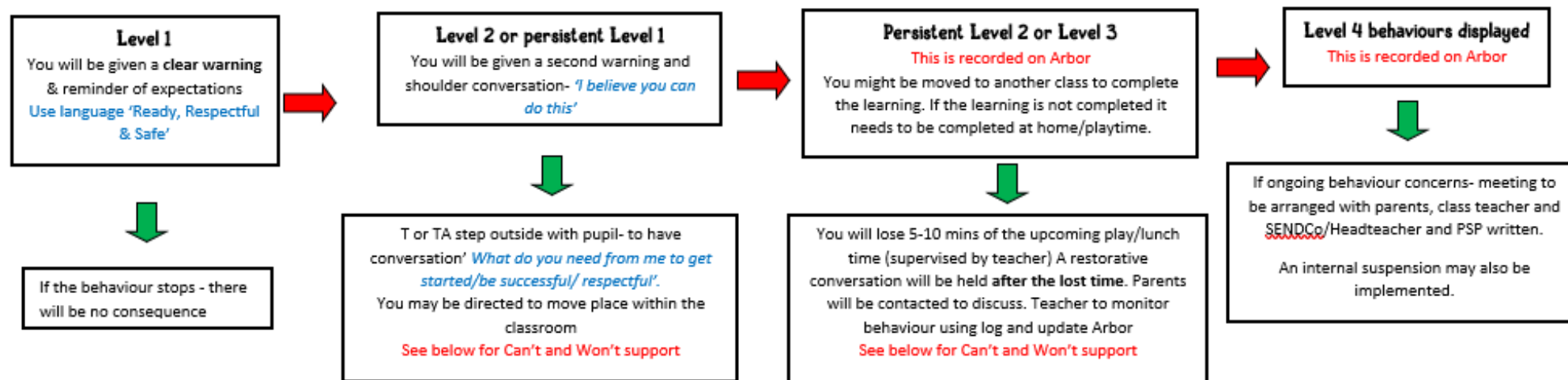
LEVEL 3

- **Not Ready Level 3 behaviours-** *Persistent disruptive behaviour which inhibits learning*
- **Not Respectful Level 3 behaviours-**
 - *Offensive language*
 - *Deliberately provoking others*
 - *Lying*

LEVEL 4

- **Not Ready Level 4 behaviours-** *Ongoing deliberate refusal to follow SMART rules*
- **Not Respectful Level 4 behaviours-**
 - *Verbal abuse against a child or adult*
 - *Racism*
 - *Dangerous verbal threats to others*
 - *Deliberately damaging or destroying property*

Graduated Response of Consequences: **NOT READY & RESPECTFUL**



Broad Chalke Behaviour for Learning Flow Chart

SAFE

LEVEL 1

- Not being SAFE
 - Not using hands, feet and actions safely e.g.
 - Swinging on chairs,
 - Throwing resources

LEVEL 2

- Not Safe Level 2 behaviours-
 - Inappropriate physical contact e.g. poking, prodding or inappropriate gestures
 - Boisterous behaviour which might hurt others

LEVEL 3

- Not Safe Level 3 behaviours-
 - Aggressive play fighting & overtly boisterous behaviour towards another child
 - Dangerous conduct liable to injure someone e.g. stone throwing/pushing/kicking
 - Bringing non-permitted substance into school
 - Deliberate damage to property

LEVEL 4

- Not Safe Level 4 behaviours-
 - Deliberately Fighting or Hurting
 - Biting
 - Carrying a weapon
 - Absconding or Truancy
 - Bringing dangerous substances into school

Graduated Response of Consequences: NOT SAFE

