



BENGEWORTH CE ACADEMY

RELATIONSHIP-BASED BEHAVIOUR POLICY 2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



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OUR SCHOOL VISION

'Dream. Believe. Achieve.'

Genesis 9:16

*"And God said, "I am making an agreement between me and you and every living creature that is with you. It will continue from now on. This is the sign: I am putting a rainbow in the clouds. It is a sign of the agreement between me and the earth. When I bring clouds over the earth, a rainbow appears in the clouds. Then I will remember my agreement. It is between me and you and every living thing. Floodwaters will never again destroy all life on the earth. **When the rainbow appears in the clouds, I will see it. Then I will remember the promise that continues forever. It is between me and every living thing on the earth.**" So God said to Noah, "That rainbow is a sign. It is the sign of the agreement that I made with all living things on earth."*

At Bengeworth, we live out this promise by demonstrating our values each and every day. We have chosen the values of respect, perseverance, friendship, responsibility, trust and forgiveness. These values are underpinned by love as it is this that holds us together. Our values guide our choices as we learn and prepare for the journey beyond our school, into our future.

'Try to be a rainbow in someone else's cloud' - Maya Angelou

Our rationale at Bengeworth is that this promise exists between each and every member of our school community; our relationships with each other are at the heart of everything we do.

INTRODUCTION

This relationship-based behaviour policy aims to promote and encourage positive relationships among all individuals at Bengeworth Academy through a basis of mutual respect and personal responsibility.

We believe that high-quality teaching promotes the behaviour we want to see in our pupils. A high level of importance is placed on recognising and celebrating every effort and success, in order that all pupils feel valued. Pupils are taught to accept responsibility for their actions and to accept the logical consequences for their choices. As a Church school, with Christian values at the heart of what we do, we promote forgiveness and reconciliation when dealing with any behaviour that falls short of our expectations.

We take a therapeutic approach to behaviour which serves to take account of the mental health of the children; any response to behaviour difficulties is done so in a proportionate way and in line with the child's development. In doing so, our children develop the cognitive ability to understand how to resolve conflict with increased independence.

The promise within our school vision forms the basis of our behaviour expectations. All year groups, at the start of the year, create a 'Class Promise' as a set of expectations for all members of the class to abide by, both adults and children alike. Children take ownership of these promises, which are continually referred back to during the course of the year. Our pupils are actively involved in

discussions regarding behaviour; we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and express their views.

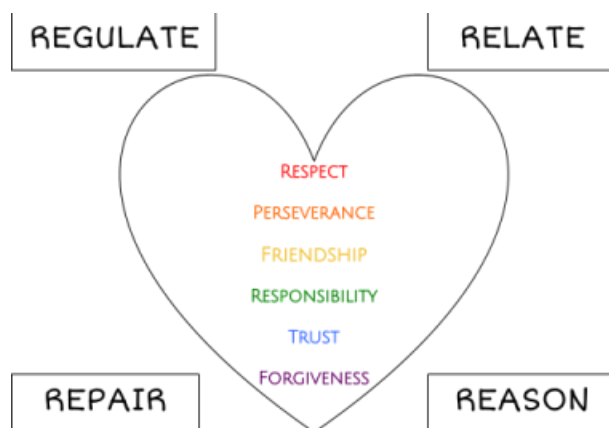
Aims

“The ability to form meaningful relationships is fundamental to mental-health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.” (TISUK 2019)

- To support the very best relational health between all members of our school community;
- To be committed to inclusive practice rather than a zero-tolerance or one-size fits all approach to behavior;
- To have high expectations for all, with support offered to those having difficulty meeting these expectations;
- For all staff, regardless of their position within Bengeworth Academy, to be fair, flexible, trustworthy, respectful and to model positive relationships; this is when pupils best achieve and develop;
- To develop positive, non-judgmental working alliances with all our parents; parents know their children best;
- To create a school ethos and climate which allows children to reach their full potential whilst feeling safe and supported;
- To allow all pupils to engage deeply with our curriculum and to develop their own sense of self so that they have the tools necessary to forge their path through their future;
- To remember that behaviour is a physical state of the body; it is not something that just happens;
- To equip children with the tools to recognise and deal with the signs that they are becoming dysregulated;
- To develop children’s emotional literacy by promoting the use of language that can be used to describe their emotions;
- To provide children with the tools to identify and explore strategies and options for ways forward.

IMPLEMENTATION

We use Louise Bomber’s model of restorative behavior and follow the four steps of Regulate, Relate, Reason and Repair.



“Your body is trying to tell us something; I wonder what that might be?”

To support the learning, quality of life and to protect against stress-induced physical and mental illness now and in later life, the emotional well-being of pupils and staff is at the heart of our community. We know that children are not ready to learn if they are in a distressed or dysregulated state.

Through our school values, our children are explicitly taught about the importance of their relationships with others during a weekly Pupil Behaviour or Pupil Leadership sessions which take place across the whole school.

POSITIVE BEHAVIOUR

We believe that promoting positive behaviour consistently and with regularity ensures that all children feel valued within our school community. However, we recognise that, as with consequences, rewards are most effective when they are personalised and created in collaboration with children. We know that intrinsic motivation has a wider reaching and longer lasting impact on behaviour. Therefore, rewards should be discussed and chosen with the children within individual classrooms. Positive recognition is used sincerely and purposefully, thereby encouraging and reinforcing the behaviour we want to see.

These reward choices could include:

- Praise
- A standing ovation
- A positive postcard home
- Standing on the 'loud and proud' step
- Wearing the 'Cape of Pride'
- A positive phone call home
- Using the teacher's chair for a session
- Choosing the end of day story / song
- A compliment parade
- Displaying the pupil's work
- Stickers

At the beginning of the academic year, teachers spend time finding out which rewards will work best for which children. This personalised approach shows children that the adults in school care for them as individuals and that they are celebrated for their uniqueness.

Whole School Reward Systems

It is important that children demonstrate our school values without the need for physical rewards. However, we understand that it is also important to recognise when children have shown exemplary behaviours or attitudes to their learning. This is done in the following ways:

House Points

All children are members of one of four houses – Aldridge, Badham, Capaldi, Fowler.

Behaviour - Children are rewarded with a values' marble if they demonstrate one of our school values of respect, perseverance, friendship, responsibility, trust or forgiveness. These marbles are displayed in jars in each of our hall settings on an honours' board. Once a term, during the Values Champions Service, the house cup is awarded to the winning house-captains.

Academic – Children are also awarded with house points for individual work in books. These are awarded by the teacher. Children fill in house points charts with star stickers. Each time they reach 25 stickers, they take these to a member of the Senior Leadership Team and home to be celebrated by parents.

The house points charts are colour-coded as follows – 1-25: green; 26-50: red; 51-75: blue; 76-100: yellow; 101-125: purple.

On completion of each card, the house points are logged on Scholarpack and count towards the overall house totals. These individual house points are reported to parents once a year as part of children's end of year report.

Values Champion Services

Once a half term, children vote for two classmates who have consistently demonstrated our school values. These children are awarded a medal by the school head-teacher in a special service attended by the whole school and the winners' parents at St. Peters' Church.

Golden Assembly / Little Stars

Once a week, one child per class is nominated for a certificate awarded in a celebration assembly by their class teacher. This child is celebrated in front of the school for going 'above and beyond' to demonstrate one or more of our school values. The winning children appear on the weekly newsletter and school social media page.

Golden Tea

Fortnightly, one child per class is chosen to have tea and cake with the head-teacher. This child will take along their books to talk through and 'show-off' their progress, which may be with presentation, handwriting, or a particular element of a certain subject area.

Whole School Responses to Difficult Behaviour

At Bengeworth, we do not believe in punitive sanctions as evidence shows that behaviour does not change long-term as a result. Therefore, punitive sanctions are not used in response to pupils' behaviour, regardless of how challenging it may be.

We aim to increase staff's understanding in nurturing attachments using the PACE approach (Hughes 2015). This means that our pupils are met with a warm, empathetic, playful and curious staff team that will enable them to develop secure, trusted relationships. Staff try to predict difficult or dangerous behaviour and use diversionary methods to defuse situations. Confrontation is avoided wherever possible. Incidents are talked over using restorative scaffolds as soon as possible with repair of relationships the main driver for conversations. We follow Louise Bomber's six principles for repair. We know that this work must happen with the 'right' person.

We aim to:

- Keep possible stressors low;
- keep shame possibilities low;
- remain warm, open and engaged;
- keep the number of adults involved low;
- remain actively involved;
- always repair with the individual who was hurt or offended.

We might consider using 'payback' time or acts of kindness as an important part of the reparation. Our school values are at the core of everything we do; misbehaviour is always referred back to these values.

Children take responsibility for their own behaviour and are given time and support to resolve problems within designated curriculum time. However, where behaviour is difficult or dangerous, we take a 'logical consequences' approach to our response. (See Appendix A)

Suspension and Exclusion (for further detail please see Exclusion policy)

Suspension and exclusion is always seen as a last resort when all other strategies have been exhausted. However, it is important to be able to use a suspension or exclusion as a final sanction where the welfare of pupils and staff are at risk by unacceptable behaviour.

Behaviour that might lead to suspension or exclusion include:

- Violence or aggression towards staff or pupils, which does not improve following interventions or other restorative strategies.
- Persistent bullying where other strategies have failed to improve the situation.
- Deliberate damage to the building or property.
- Racial or homophobic abuse which does not improve by use of a range of strategies.
- Persistent disruptive behaviour, which affects the learning of others and does not improve with a range of strategies over time.

Suspension and exclusion will only be undertaken with the involvement of the Senior Leadership Team. Teachers and Support Professionals will be given time to talk to a trusted member of staff if their own mental health has been affected.

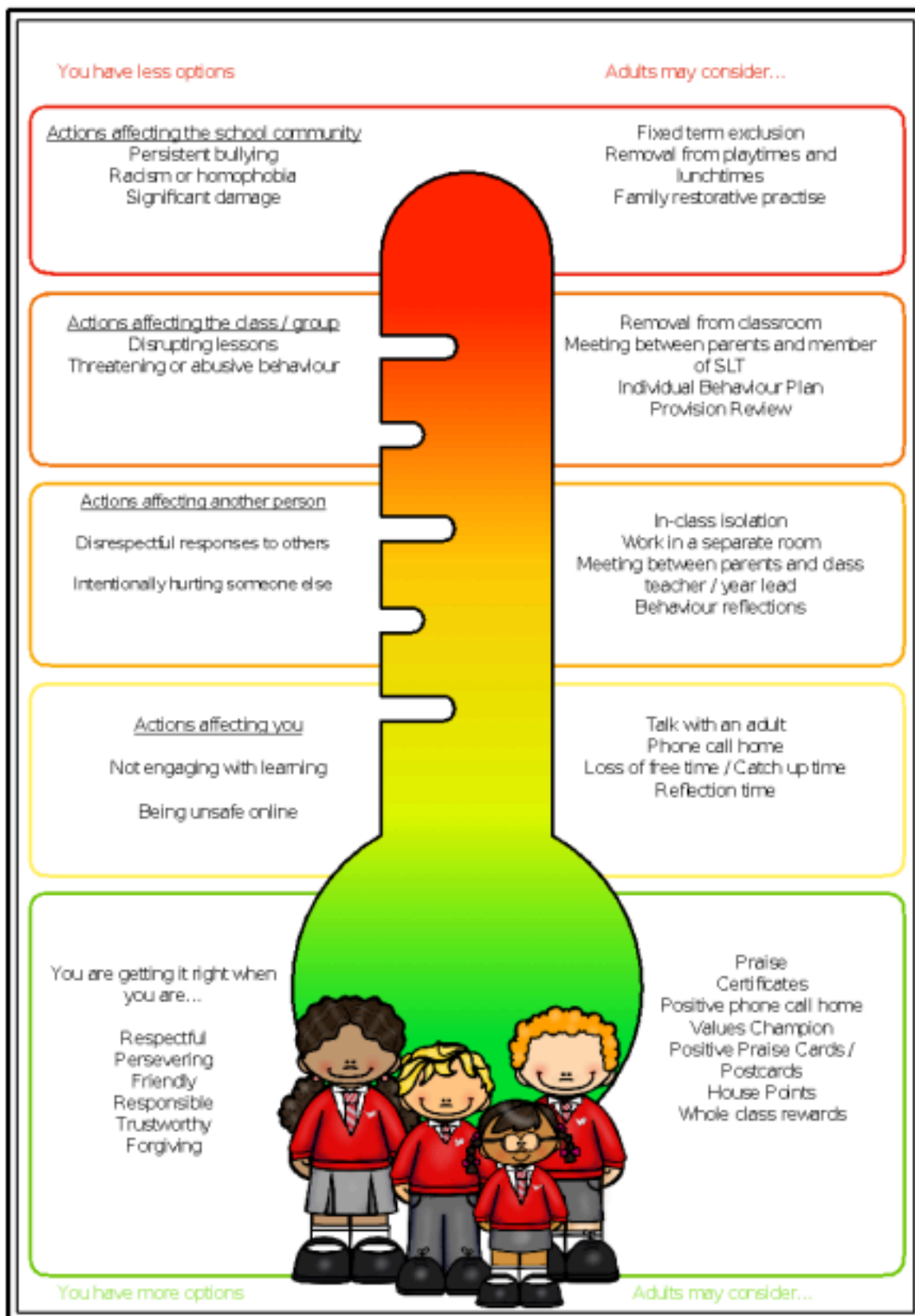
In the instance of a fixed term suspension, parents will be telephoned. There will be a meeting between the Inclusion Lead (or another member of SLT in her absence) and the parent involved. A letter detailing the suspension will be given. On the pupil's return to school after the suspension, a re-integration meeting will be held between the Inclusion Lead or member of the SLT, class teacher, parent and pupil. If necessary, a behaviour plan may be formulated at this time. Regular and purposeful meetings between the parents, child, class teacher and Inclusion Lead will be scheduled to follow up on the support in place. These will be weekly, if necessary.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2025**.

APPENDIX A – LOGICAL CONSEQUENCES THERMOMETER



APPENDIX B – RESTORATIVE CONVERSATION RESOURCES

Mistakes and muck ups happen but we can fix the
Choose to keep your conversations **WARM**.

W

What happened?

How does what happened fit with how at our school?
What was I thinking about at the time?
What I am thinking now about what ha

A

Affect

Who was affected by what happened?
Was what happened fair to them?
Was what happened the right thing?

R

Repair

What do I need to do to repair things?
How will this help put things right?
When can this happen?

M

Move Forward

How can we make sure this doesn't happen again?
What do you need to start/stop/stay do
If this happens again, what do you thin happen next?

1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



3. What have your thoughts been since the incident?



5. What do you need to do to put things right?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



APPENDIX C – POSSIBLE SCRIPTS FOR STAFF

There is a recognition at Bengeworth that responding to behaviour effectively is crucial in achieving the desired outcome for all involved. At times, this response cannot happen immediately if the child/ren involved are dysregulated. The following openers can help support children before a restorative conversation can then take place.

- Name of child – Are you ok?
- I can see something has happened
- I am here to help
- Talk and I will listen
- Let's solve this together
- Let's make a plan together
- What would help you now?
- Is there anything I can do?
- When you feel like this, what has helped you before?
- Let's go and get a drink of water
- Let's have a walk together
- I am listening
- I care about you
- How you feel matters
- We all make mistakes

Responding curiously to misbehavior (PACE approach):

- Are you ok?
- You don't seem yourself
- It's not like you to ...
- How can we get you back on track?
- Do you think it would help if we ...?
- How can we solve this together?
- Is there a way I can support you?
- What obstacles are you facing?
- Do you remember, last time you were able to

APPENDIX D – CLASS PROMISES



APPENDIX E – ARTICLE 12 OF THE UNITED NATION RIGHTS OF THE CHILD

Article 12

1. States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Bengeworth

Multi Academy Trust

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