GREENWOOD DALE FOUNDATION TRUST

BISHOP CREIGHTON ACADEMY

Behaviour Protocol

Promoting Positive Behaviour

Rewards and Consequences

REVIEW PROCESS	
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Overview

Good behaviour in school is central to a good education. The aim of this behaviour protocol is to ensure that all Bishop Creighton Academy pupils learn in a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

This protocol should be read in conjunction with the Greenwood Academies Trust Behaviour and exclusions policy which outlines the behaviour that we expect from all of our pupils and the sanctions that will be consistently enforced if pupils do not meet these expectations. The policy and this protocol are based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out in Schedule 1 to the Education (Independent School Standards) Regulations 2014.

Encouraging positive behaviour

High standards of behaviour and discipline are expected inside and outside of the Bishop Creighton Academy at all times. This behaviour protocol details these standards to ensure absolute clarity of our expectations for pupils, families, staff and other stakeholders. The protocol follows the GAT checklist.

All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning. All our staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work and dress. The Bishop Creighton Academy seeks the support of parents in upholding the standards of our Academy and values a partnership with home. We will take appropriate action under the Greenwood Academies Trust Behaviour and exclusions policy and this behaviour protocol where a pupil's behaviour falls below the standards expected and adversely impacts on the Academy or any member of the GAT community.

Equality

In accordance with the Equality Act 2010, the Bishop Creighton Academy will make reasonable adjustments to the application of the policy and this protocol where the behaviour is due to a reason related to a child's special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

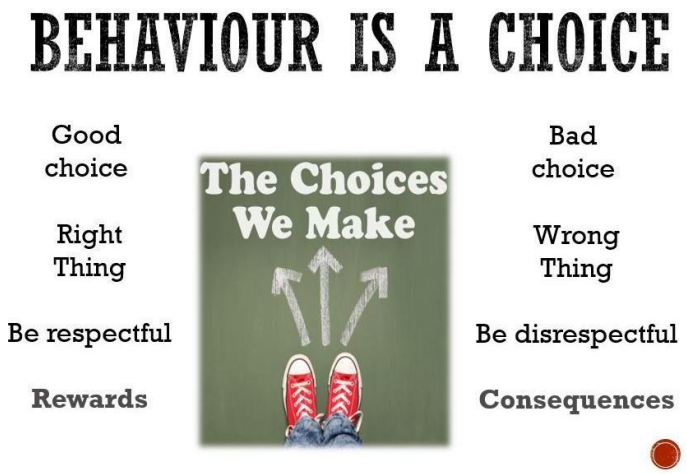
Staff will seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensuring that the pupil receives appropriate support and prevent the behaviour re-occurring. We are mindful that all behaviour is a communication (whether conscious or unconscious). Staff will also seek to identify any 'triggers' for any pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening. The Bishop Creighton Academy will work closely with all parents/carers of children with behaviour difficulties. If necessary, with parental consent we will engage with external agencies such as Peterborough local authority Behaviour Panel, Peterborough SENI (Special Educational Needs and Inclusion) Services etc.

Roles and responsibilities of designated staff

Name	Role	Support provided
V Redhead	Executive Principal	Oversight of all incidents of behaviour & safeguarding
R Farooq	Head of Academy Designated Safeguarding Lead SENDCO	Decisions regarding suspensions & exclusions Monitoring of incidents of misbehaviour and Specialist behaviour support for pupils with SEND Referrals & liaison with external agencies
K Baldock	Assistant Principal DDSL	Support & guidance for staff, families and pupils in relation to behaviour, in and out of school
Vacant post	Family Support Worker	Support for families to access additional targeted support inc delivery of parenting programmes, EHA's Provides mentoring sessions & support for pupils
Class teachers	Class teachers	1st point of contact for any concerns relating to the behaviour of a child in their class

Creating and maintaining high standards of behaviour

Good behaviour and positive attitudes are promoted in PSHE lessons, school assemblies, as part of our wider curriculum and throughout the school day. Emphasis is placed upon recognising and rewarding positive behaviour. The following prompts are reinforced with pupils and staff throughout the academy.





Our environment

We firmly believe that well organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. When criticism is given, it should focus on the inappropriate behaviour not the child.

The wellbeing and welfare of our children is the responsibility of everyone – teachers, learning assistants, learning mentors, support staff and midday supervisors and families. Together we play a vital role in ensuing success within school by reinforcing positive attitudes and values. Human connection is key!

Everyone needs to feel part of the school community. Both adults and children need to feel safe, valued, motivated, welcome and supported. To this end it is important to remember that:

- The teacher is the leader in the classroom.
- The teacher sets the tone for learning and climate in the classroom
- The teacher, supported by other adults in the classroom, creates the environment in which children feel safe and want to learn

At all times, children should be listened to and spoken to calmly. Every effort is made to pre-empt and/or diffuse potential problems before they arise.

Roles and responsibilities

The Executive Principal, Head of Academy and Senior Leadership Team will visibly and consistently support pupils and colleagues in the implementation of this protocol. Responsibility for behaviour belongs to all staff.

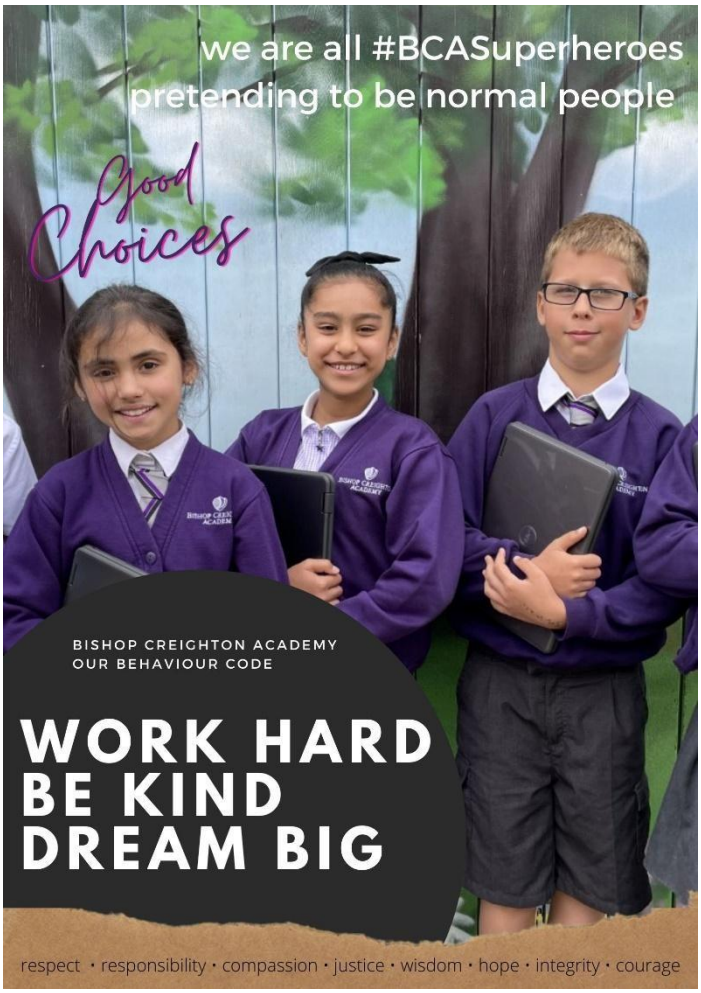
All staff: teachers, teaching support, non -teaching support and volunteers have responsibility for ensuring the GAT policy and BCA protocol are adhered to and applied consistently to all pupils (not just to those within their own class). Regular guidance, support and professional development in relation to managing behaviour is provided to all staff. The GAT policy and BCA protocol form part of the staff induction for all new staff.

Pupils are responsible for their actions and the choices that they make. In the rare incidents of bullying or aggression these must always be immediately reported to an adult.

Families who have chosen to send their child to Bishop Creighton Academy have agreed to support our expectations in signing the Home School Agreement and as such should ensure sure they support the academy's expectations. Parents are encouraged to raise any concerns they may have about the behaviour of their own child(ren) or other pupils, both inside or outside school to class teachers or senior staff.

Bishop Creighton Academy Behaviour code

Our Behaviour code is made up of three simple rules – **work hard, be kind, dream big.**



We use the hashtag #BCASuperheroes and language ***"we are all superheroes pretending to be normal people"*** when promoting our pupils doing the right thing.

We deliberately use **positive language** "…because we care about you…"



All classes have a **BCA Superheroes display board** which promotes high standards of behaviour. Further details about what this display contains can be found in our Teaching & Learning policy guidance.

A shared language

We purposefully promote the language of choices. That all behaviours are a choice and that pupils are responsible for the choices that they make. Our curriculum is also underpinned by 8 core values: ***respect, responsibility, compassion, justice, wisdom, hope, integrity and courage.***



Behaviour Intervention

We employ a number of initial intervention strategies to help our pupils manage their behaviour and understand our behavioural expectations. We acknowledge, some pupils will need more support than others and this support is provided as proactively as possible. At Bishop Creighton Academy, we deliver this type of support outside of the classroom, in small groups, or in one-to-one activities

This includes frequent and open engagement with families from the minute a pupil joins our academy, and/or participation in a targeted intervention such as a YDP sport programme.

Responding to good behaviour

We believe that positive re-enforcement of good behaviour is more effective than negative sanctions.

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. We praise and reward children in a variety of ways:

Rewards

- ✓ **Praise** – both verbal and non-verbal – The value of verbal praise should be promoted and modelled to pupils by staff at all times, e.g. 'Thank you' if a child holds a door open or 'Well done' if they impress.

- ✓ **Class dojo points** –Children collect points on the class dojo. These are awarded for learning, behaviour, attitude etc. Class dojo points are reset after every Friday Celebration Assembly enabling all children to have a fresh start each week. Class dojo points should be positive only (thumbs up). Negative points may not be given



- ✓ **Class Dojo Master** – Each week, the child in each class with the most dojo points becomes the dojo master for the following week. This includes access to special privileges such as sitting on an adult chair in assembly, being first in all lines, access to the BMXs, walking the school dog etc

- ✓ **Stickers and stamps** - given for work, behaviour and attitude by all teaching staff

- ✓ **Weekly Certificates** as part of our Friday Celebration Assembly – one PRIDE Award and one Challenge Champion per class. Certificates are awarded for both academic/behaviour or social. PRIDE awards should be precise and show how a child has demonstrated our school values.

- ✓ **'End of term PRIDE Award'** - recognising 'above and beyond' expectations for one pupil in each class per term. A photograph of awarded pupils and name is shared in the academy newsletter.

- ✓ **Class Reward** (Marbles in the jar or similar) As a class, children may decide on a special class reward which they would like toward, e.g. a class party, disco, football tournament, art & craft activities, cooking, extra outdoor play, DVD etc. Overall several weeks the whole class will work toward collecting 20 marbles (or similar). Marbles should be awarded when the whole class do something well, e.g. working well in a lesson, walking to assembly or lining up smartly etc. The Class Reward time will last for the maximum of one hour.

- ✓ **Whole School Reward** As a whole school, at key points during the year, we agree a reward experience for the pupils to work before, e.g. a disco, a non-uniform day, a visitor, a performance, an additional supporting event, a food treat etc. Children will work toward showing positive behaviour in the agreed period prior to the event, in some cases working on a specific behaviour to improve. The reward will be accessible to any pupil who has conformed against the agreed target.

- ✓ Any other suitable rewards/awards as agreed by staff

Responding to misbehaviour

The academy employs several sanctions to ensure a safe and positive learning environment. We believe all children have the right to learn without the disturbance of others; good behaviour is a necessary condition for effective teaching and learning to take place. All children and staff have the right to feel happy and safe in school and to be treated fairly and well so that they feel valued and respected.

BEHAVIOURS THAT ARE NOT OK...

- Physical hurting another person – No touching rule!
- Threatening or intimidating behaviour towards others
- Persistent non-compliance (not doing as you are asked)
- Continual disruption of learning – including misuse of equipment, wandering out of seat, leaving the classroom or building without permission, repeatedly distracting others, repeated calling out
- Rudeness toward staff- including swearing, shouting, walking away whilst being spoken to, inc eye rolling, tutting…
- Obscene language or gestures
- Any form of derogatory name-calling or behaviour – against protected groups – race, religion, gender, disability, sexual orientation etc
- Deliberately damaging school equipment or property

At Bishop Creighton Academy we follow a **clear set of agreed steps** when dealing with inappropriate behaviour. These steps are displayed in all classrooms. They are shared with children at the start of the academic year and as needed throughout the year. All staff refer to the flow chart both in classrooms and on the playground.

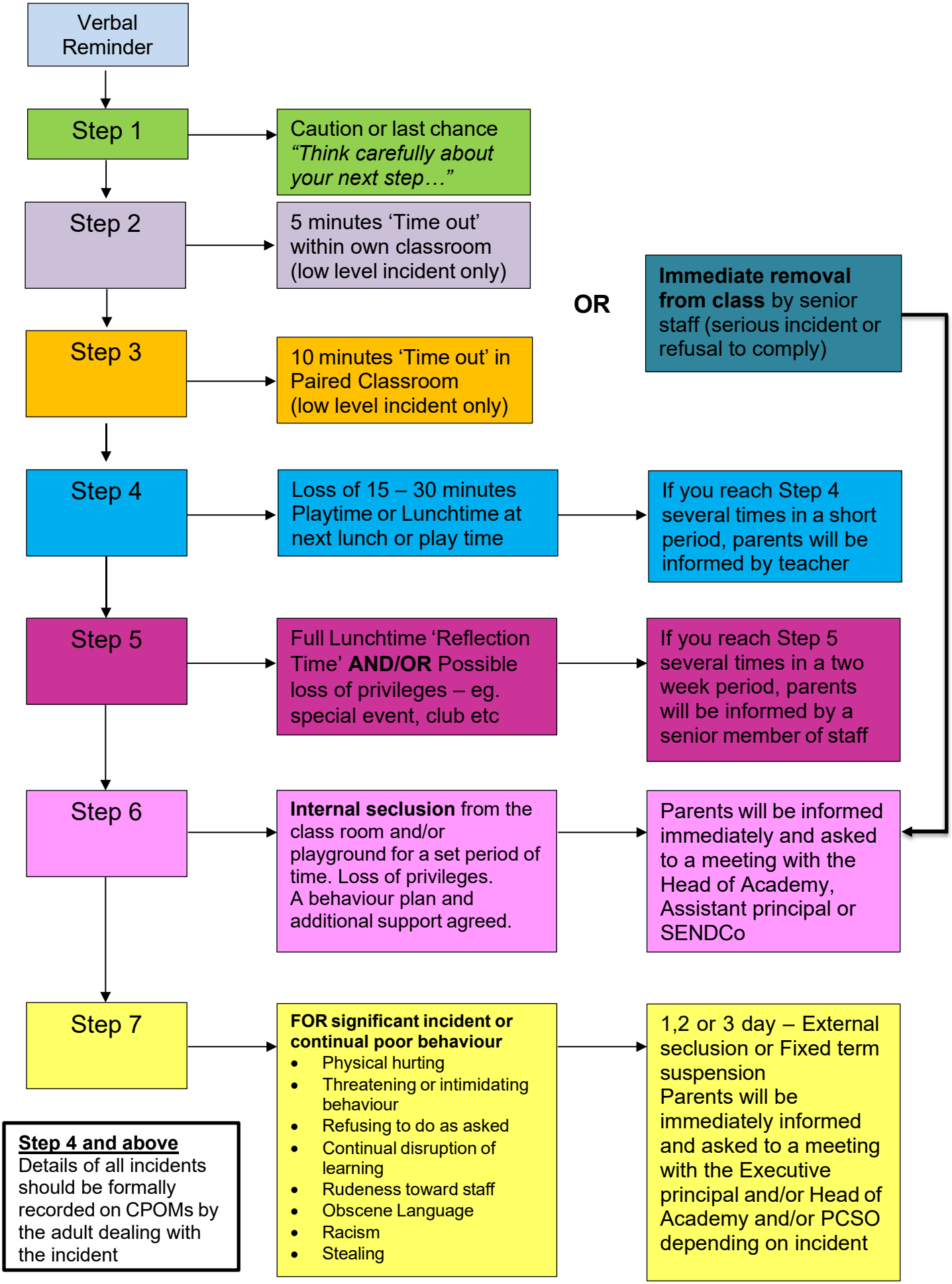
If a child repeatedly acts in a way that disrupts or upsets others, the academy will contact the child's parents to discuss the situation, with a view to improving the child's behaviour. An individual behaviour plan will be created in agreement with all parties and be used to develop the positive required behaviours. This could include support from our Learning Mentor, a behaviour programme or a referral to an outside agency.

A clear programme of behaviour management is important for the following reasons:

1. To ensure the safety and well being of all children and staff
2. To protect the environment
3. To protect the child from self inflicted abuse or injury
4. To divert a child from inappropriate to appropriate behaviour
5. To curb or divert repetitive behaviours in order that learning can take place
6. To teach children self control and subsequently to take responsibility and accountability for their actions
7. To teach children that actions and choices have consequences
8. To allow children to develop and demonstrate positive abilities and attitudes

Staff should promote a calm and orderly environment and be highly visible in corridors during transition times. Staff should ensure children walk in corridors and do not run. Staff on duty at beginning and end of the day on doors and gates should meet and greet pupils and encourage calm behaviour as they enter/leave the site.

Inappropriate Behaviour Consequences



Suspensions

All Academy processes relating to exclusions are informed by Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - July 2022 ("DfE Guidance").

For serious incidents of poor behaviour or persistent breaches of the GAT behaviour policy and BCA behaviour protocol, the Principal may resort to either a fixed term suspension or permanent exclusion. The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE's SEND Code of Practice, where the academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan we will, in partnership with others (including the local authority as necessary), consider whether additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

If a decision is taken to exclude a pupil for a fixed term (suspension)

- the parent is contacted by the Executive principal or Head of Academy as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
- The academy will inform the Peterborough local authority that a suspension has been given. If the pupil has a social worker, or if the pupil is looked-after, without delay after the decision, we will also notify the social worker and/or Virtual School in accordance with statutory requirements. (DfE Suspension and Permanent Exclusion Guidance July 2026, paragraph 63, page 31)
- For the first five days of a suspension, the academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking
- a meeting will set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff during which reintegration plan will be drawn up and shared with all parties.

Following this meeting

- the pupil is reinstated
- the pupil may be placed on report or another appropriate temporary sanction or support
- *behaviour support and 'reasonable adjustments' will be reviewed. This may include a referral to* Peterborough local authority Behaviour Panel for potential support
- a record of the suspension and meeting is kept in the pupil's file

Child on child sexual violence sexual harassment

Following any reports of child-on-child sexual violence or sexual harassment offline or online, all staff should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). As per our Site Specific Safeguarding policy, the designated safeguarding lead or deputy DSLs should be informed without delay.

At Bishop Creighton Academy we are clear that in every aspect of our school culture that sexual violence and sexual harassment is not acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We expect all staff to challenge and report any inappropriate language and behaviour between pupils. Staff must ensure sexually abusive language or behaviour is not normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should demonstrate and model manners, courtesy and dignified/respectful relationships at all times. Pupils who do not adhere to these behaviour expectations will be sanctioned in line with the steps above.

Banned items

The following items may not be brought into the academy. The principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, 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. Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end.

Handling of pupils, the use of reasonable force and physical restraint:

There are occasions when **physical contact**, other than reasonable force, with a pupil is proper and necessary. Examples from the DfE guidance Use of reasonable force and other restrictive interventions guidance.pdf include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

At Bishop Creighton Academy, we prioritise de-escalation, early support, and positive behaviour approaches to deal with challenging behaviour and minimise the need for any restrictive physical interventions. On occasion it may be necessary to carry out a **physical restraint**. This is a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. The use of restraint is always a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent for support.

Any member of school staff has a legal power to use reasonable force. The DfE **Use of reasonable force in schools** guidance (Jan 2025), describes these circumstances as to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

A small number of academy staff are trained in positive handling techniques including control and restraint.

- **Control** includes passive contact (e.g., standing between pupils) or guiding by the arm.
- **Restraint** involves holding back to prevent harm or e.g. to stop a fight.

The Academy will always communicate with parents any incidents involving the use of force (control or restraint) used.

The following details will be recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Any pupils displaying high levels of unsafe behaviours or those where it is identified that they might require physical intervention will have a Positive Behaviour Support Plan and Risk Assessment in place.

Appendix

Getting the simple things right. A simple checklist for teachers.

Classroom

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Display rules in the class - and ensure that the pupils and staff know what they are.
- ✓ Display the tariff of consequences in class.
- ✓ Have a system in place to follow through with all consequences.
- ✓ Display the tariff of rewards in class.
- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.

Pupils

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand pupils' special needs.

Teaching

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.

Parents

- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

(extract from Charlie Taylor's Behaviour checklists, Government Advisor for Behaviour, DfE 2011)

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

Guidance for Staff

A Hierarchy of consequences	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amirah remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Step 3: Paired Classrooms for Time Out

Reception	In own class/Year 2
Year 1	Year 2
Year 3	Year 5
Year 4	Year 6

Step 4 & Step 5: KS2 Lunchtime Reflection Time Duty

Monday	Mrs Baldock
Tuesday	Miss Hewitt
Wednesday	Miss Bellamy
Thursday	Mrs Murphy
Friday	Mrs Baxter

On call duty:
All class teachers should collect a walkie-talkie each morning. If 'on call' senior staff required during a lesson, please use this method of communication