



## Behaviour Policy

This policy will be reviewed annually by the full governing body.

<b>Written:</b>	2 <sup>nd</sup> September 2022
<b>Reviewed</b>	30 <sup>th</sup> June 2023
<b>Approved at FGB:</b>	11 <sup>th</sup> July 2023
<b>Date of next review:</b>	30 <sup>th</sup> June 2024

### 1. Policy Statement

Baston CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our school vision and aims and our school values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy considers advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It also reflects the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy considers:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

This policy also reflects the recommendations detailed in the Education Endowment Foundation (EEF) Guidance Report, '[Improving Behaviour in Schools](#)'.

### 2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure consistency of approach throughout the school to children's actions or reactions in given situations and/or to their environment.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### 3. Purpose of the Policy

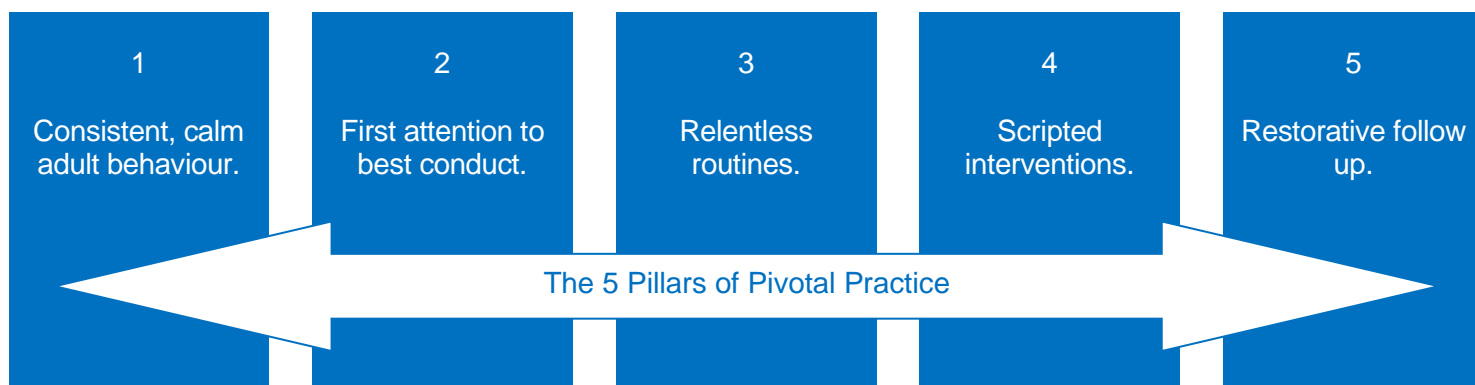
To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviours through positive interventions.

### 4. Strategies

At Baston CE Primary School, we recognise that pupil behaviour has multiple influences – social, emotional, mental, cultural – to name a few. We realise that knowing and understanding the children in our school can have a positive impact on behaviour. We know that regularly and intentionally working on relationships with our children can have a big impact. This could be as simple as asking about their weekend or how their football team is performing. We continually strive to form good partnerships with parents and carers so that we can work together to achieve positive outcomes for their child.

Our behavioural policy is based on the Five Pillars of Pivotal Practice:



Adult Behaviours “When the Adults Change Everything Changes” Paul Dix, Pivotal Education

### 5. Expectations of Adults (Appendix i)

We expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly and reprimand in private.

We do not expect any adult to demonstrate the following behaviours: aggression, shouting, negativity, humiliation and reprimanding in public.

We expect every adult to:

- **Meet and greet** at the door.
- Refer to ‘**Ready, Respectful, Safe**’.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every day (see Section 6. ‘Rewards & Recognition’).
- Be **calm** and give ‘**take up**’ time (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions (see Section 7. ‘Managing Behaviour’).
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly. “The standard you walk past is the standard you accept.” David Morrison.

### Middle leaders

Middle leaders do not deal with behaviour referrals in isolation. Instead, they stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- **Meet and greet** learners at the beginning of the day.
- Be a **visible presence** in and around the school to encourage appropriate conduct.
- **Support** staff in returning learners to learning
- Regularly **celebrate** staff and learners whose efforts go 'above and beyond' expectations.
- **Encourage** use of Positive Notes and Positive Phone Calls.

### Senior leaders

Senior leaders do not deal with behaviour referrals in isolation. Instead, they stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- **Meet and greet** families at the beginning of the day.
- Be a **visible presence** around the school and especially at transitions.
- **Celebrate** staff, leaders and learners whose effort goes over and above expectations.
- Regularly **share** good practice.
- **Support** teachers and middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly **review provision** for learners who fall beyond the range of written policies.

## 6. Recognition and Rewards

At Baston CE Primary, we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward children who go 'above and beyond' our standard. (See Appendix ii). The standard reflects our school values, positive attitudes and behaviours and our 3 simple rules.

### At Baston CE Primary School, we are Ready, Respectful, Safe.

Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it or answering questions in lessons rather than sitting quietly.

At Baston CE Primary School, we recognise good behaviour, effort and conduct in the following ways:

Praise Method	Approach
Verbal Praise	<p>Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Children will be regularly praised for behaving in the right way, being polite and demonstrating the school values.</p> <p>Children may also be asked to share their learning and achievements with other adults in the school, such as the Headteacher, or senior leader, who uses verbal praise the child's positive behaviour.</p>

Praise Method	Approach
House Points	<p>Children are awarded house points for effort and achievement in learning that goes 'above and beyond' our standard.</p> <p>1 house point for good effort or achievement. 2 house points for outstanding effort or achievement.</p> <p>We only award more than 2 house points in exceptional circumstances to maintain the value of our house point system.</p> <p>Teachers determine the system for recording and distributing house points in their own class. House points are collected in the purpose designed, house point tubes in the main foyer. At the end of each term, the house points are counted and celebrated in our end of term celebration assembly, culminating in an end of year total.</p> <p>The children in the winning house collectively choose a charity to support with their final amount raised e.g., 2,432 tokens are converted to £24.32, and this monetary donation is made from our School Fund.</p>
Recognition Board	<p>Children who demonstrate behaviours that are 'above and beyond' our standards are asked to display their name on the recognition board. There is a recognition board in every classroom. Teachers determine the theme of this display board for their own class.</p> <p>Teachers may choose to focus their recognition board on a particular behaviour that is relevant to their class at that time.</p>
'School Value' certificate	<p>Each week, the whole school focusses on one of our school values. This school value is announced and discussed during the first Collective Worship of the week. Teachers award a 'School Value' certificate to a child who has displayed this school value in a way that is 'above and beyond' our expectations.</p> <p>Teachers may award a 'School Value' certificate for a different school value. They may also award a 'School Value' certificate to more than one child and to children throughout the school if appropriate. Teachers explain the values and behaviours that went 'above and beyond' during our weekly celebration assembly.</p> <p>All members of staff are welcome to award a 'School Value' certificate if appropriate.</p>
'Well Done' certificate	<p>Children who display outstanding efforts or achievements are awarded a 'Well Done' certificate. Teachers can award a 'Well Done' certificate to more than one child and to children throughout the school.</p> <p>Teachers explain the learning or behaviour that went 'above and beyond' our standard during our weekly celebration assembly.</p> <p>All members of staff are welcome to award a 'Well Done' certificate if appropriate.</p>
'Star of the Week' card	<p>Children who display outstanding efforts or achievements <b>consistently and repeatedly throughout the week</b> are awarded a 'Star of the Week' card during our weekly celebration assembly.</p> <p>Teachers explain the outstanding learning or behaviour observed before announcing the 'Star of Week. If appropriate, teachers can award more than one 'Star of the Week' card and to children throughout the school.</p> <p>All members of staff are welcome to award a 'Star of the Week' card if appropriate.</p>

Praise Method	Approach
Positive notes	Children who go 'above and beyond' can be given a 'Positive Note' to be taken home at the end of the day. There is no expectation or limit on the number to be given out by members of staff. 'Positive Notes' are available in each classroom for any cover teachers.
Positive Calls Home	Any member of staff can call the parent or carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Roles and Responsibilities	<p>As children progress through our school, they will have the opportunity to take on a variety of roles and responsibilities, such as:</p> <ul style="list-style-type: none"> <li>• School Council Representative</li> <li>• Collective Worship Representative</li> <li>• Eco Ambassador</li> <li>• Digital Leaders</li> <li>• Librarians</li> <li>• Sports Ambassadors</li> <li>• Mini Police Officers</li> <li>• Playground Leaders</li> </ul> <p>These responsibilities are given to those children that consistently go 'above and beyond' our standard. They consistently demonstrate our school values and our 3 simple rules, Ready, Respectful, Safe.</p>
Representing the school	Children who consistently go 'above and beyond' our standard, demonstrate our school values and our 3 simple rules, Ready, Respectful, Safe are selected to represent the school at sporting events, church services, and other occasions.
Governors' Award	Children who consistently demonstrate the school values and display positive learning attitudes and behaviours are awarded a 'Governors' Award' by our Board of Governors.

Class teachers will log certificates, awards and responsibilities awarded to the children in their class.

## **7. Managing Behaviour**

Engagement with learning is always our primary aim at Baston CE Primary School. For most learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a brief period of time, but steps should always be followed with care and consideration, taking individual needs into account. All staff at Baston CE Primary School praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given 'take up' time in-between steps.

**At Baston CE Primary School, we praise in public and reprimand in private.**

Learners are held responsible for their behaviour. All staff at Baston CE Primary deal with behaviour without delegating.

At Baston CE Primary School, all staff use the steps below to deal with poor conduct.

Steps	Actions
<b>1 Encouragement</b>	Staff use gentle encouragement, a 'nudge' in the right direction and non-verbal cues so that the behaviour is acknowledged. The adult gives the child 'take up' time to think and act positively. Praise is given if the child begins to model good behaviour.
<b>2 Reminder</b>	<p>Staff privately remind the child of our 3 simple rules: Ready Respectful, Safe.</p> <p>The adult makes the child aware of their behaviour and that the child has a choice to do the right thing. The adult de-escalates and decelerates where reasonable and possible and takes the initiative to keep things at this stage. The adults will repeat reminders if reasonable adjustments are necessary.</p> <p>The adult gives the child 'take up' time to think and act positively. Praise is given if the child begins to model good behaviour.</p>
<b>3 Warning</b>	<p>Staff privately, wherever possible, deliver a verbal warning making the child aware of their behaviour and clearly outlining the consequences if they continue (Step 4 – Time Out).</p> <p>All staff should use the 30 second scripted intervention. (See Appendix iii)</p>
<b>4 Reflection Time</b>	<p>Staff speak to the child privately. They give the child a final opportunity to engage and offer a positive choice to do so. Reflection Time is given to children so that they have a chance to reflect away from others. Preferably, this should be taken within the classroom or alongside an adult if on the playground.</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. This should be no more than 5 minutes. Children should only stand outside a classroom if they need to cool down and / or the situation needs to be defused.</p> <p>Once complete, the adult resets expectations and settles the child back into the classroom.</p>
<b>5 Repair</b>	<p>At the end of the lesson or play time in which they received a time out for reflection, the <b>adult that dealt with the behaviour</b> must ensure that both <b>restorative actions</b> and <b>restorative conversations</b> take place. Professional judgement will be needed to decide which way round would maximise reflection and growth.</p> <p>This <b>restorative action</b> should be directly related to the behavior in question, proportionate in nature, suitable for the situation and cognitive age of the child, consistently applied and meaningful enough to encourage reflection and growth. <i>(For instance, a student who purposefully creates a mess may need to spend 5 minutes tidying up during their own time; a child who has upset another may need to draw/write what it looks like to be kind; a pupil misappropriating ICT may need to create a short e-safety presentation etc.)</i></p> <p>The restorative conversation takes place between the <b>adult that dealt with the behaviour and the child</b>. This conversation is supported by a middle or senior leader if requested. This might be a quick chat at play time in or out of the classroom or a more formal meeting. This should take the form of a coaching conversation for the child to help them learn more about behaviour and build their ability to regulate themselves more effectively. This restorative conversation should include the following questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>

Class teachers will log behaviour incidents that result in 'time out' for the children in their class to identify patterns or triggers that could be addressed.

### Important Note

For some pupils, especially those with complex needs, including Social, Emotional, Mental Health needs, the generic behaviour system/routines do not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs supported by SEND Coordinator. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

### Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or a senior leader. Such incidents could include:

- Fighting
- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

In line with the DfE guidelines, schools can use reasonable force 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 if 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.
- restrain a pupil at risk of harming themselves through physical outbursts.

### Bullying (see Anti-Bullying Policy)

Being able to identify the difference between acts of unkindness, meanness and bullying is important for children. Bullying is the systematic, long term, mistreatment of one child by another child or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable. The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Personal, Social, Health Education. Incidents of bullying should be dealt with immediately and reported to the Headteacher who will, when appropriate, inform the parents of the children involved. All children involved will be provided with support from a learning mentor.

### Searching

All staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### Dangerous Items Prohibited in School

If a member of staff finds a child in possession of a dangerous item in school, they are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises. Dangerous items are:

- Illegal drugs and 'legal highs' and any equipment associated with drug taking.
- Guns, including toy/ mock ones.
- Knives and other offensive weapons.
- Fireworks or any other explosive or flammable items.



### Banned Items

If a member of staff finds a pupil in possession of a banned item, they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe keeping. Banned items are:

- Any products containing solvents. Aerosols, matches, lighters and cigarettes.
- Electronic/battery computer games, devices and gadgets.
- Excess jewellery (see uniform policy)
- Energy drinks, i.e., those with a high caffeine content such as Red Bull or Monster Boost.
- Mobile phones. Note: Year 6 are allowed mobile phones if they are moving between parents/homes during the week with the written consent of their parent or carer. These must be handed to the adult in the Year 6 classroom at the beginning of the day and then collected at the end of the day.

### Reporting on Behaviour

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, together with SEND Coordinator prepares a report on behaviour at the Full Governing Board. If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

## 8. Outcomes

This policy strives to promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion.



Adult behaviours we do not expect to see	Adult behaviours we do expect to see
Judgemental Inconsistency Over reaction Negativity Moaning Shouting Humiliation Sarcasm Aggression Shaming Shushing Talking about children in their presence Negative body language Creating/making drama	Calmness Consistency Kindness Empathy Caring Fairness Positivity Helping each other Laughter Nurturing Complimenting Supportive Humour Forgiveness Gentleness Respect given no matter what
<p><b>At Baston CE Primary School, we praise in public and reprimand in private.</b></p> <p>Adults should strive to model these positive behaviours during all interactions with children throughout the school.</p>	

## The Standard

At Baston CE Primary School, we want to reward our pupils for going 'above and beyond' the expected standard of behaviour.

This expected standard is listed below:

- Follow our 3 simple rules: Ready, Respectful, Safe
- Have 97% attendance or more
- Walk safely around our school
- Show good manners and be polite
- Wear our school's uniform, including P.E. kit with pride
- Listen carefully and follow instructions
- Care for everyone in our school and everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet.
- Complete task, including homework, to the best of your ability.
- Listen to one another.
- Try your best.
- Best handwriting and presentation in all work including homework.

All forms of bullying are unacceptable.

## 30 second scripted intervention

This should be delivery privately to the child. Make sure you are side on and / or at the child's level.

- I have noticed that you have chosen to ... (turn around during teacher talk, getting out of your chair without permission, refuse to begin the task, etc.)
- That was the agreed rule about...(refer to our 3 simple rules: Ready, Respectful, Safe)... that you have broken.
- You have chosen to... (answer back, refuse to work, wander around the classroom, etc.)
- Do you remember yesterday / last week when you... (refer to previous positive behaviour)? OR Look at the rest of the class – All working hard!
- That is the ... (insert the child's name)... I want to see today!
- Thank you for listening...

Then **walk away** and don't look back. The adult walks away and gives the child 'take up' time to think and act positively.

Eventually pupils will complete your sentences for you when you are consistent. It is **very important** to finish by bringing their attention to past positive behaviour or the current good behaviour of the class to normalise compliance.

The shorter the intervention, the less likely we are to "improvise".