

# Bhylls Acre Primary School



# Behaviour Policy

Adopted by: Bhylls Acre Primary School  
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## Key amendments made to this document in July 2022

- Introduction
- Managing Behaviour
- Appendix A – ABC Chart
- Appendix B – Behaviour Contract

## Contents

1. Introduction	3
2. Equal Opportunities	3
3. Roles & Responsibilities	4
4. Promoting Positive Behaviour	5
a. Effective classroom management	
b. Classroom rules	
c. Routines	
d. Praise	
e. Rewards	
f. Positive relationships	
5. Environment	7
6. Understanding Behaviour	8
a. Restorative approach	
b. De-escalation strategies	
7. Managing Behaviour	9
a. Praise & rewards	
b. Sanctions	
Appendix A – ABC Chart	13
Appendix B – Behaviour Contract	15

# **Bhylls Acre Primary School Behaviour Policy**

## **1. Introduction**

Bhylls Acre Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

In order to foster behaviour for learning, there must be a consistent approach to managing behaviour.

## **2. Equal Opportunity**

Bhylls Acre Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to children and staff. We believe that every child is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

### **The school is committed to:**

- Creating a positive ethos based on a sense of community and shared values
- Promoting high standards of behaviour among staff, children and parents
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Ensuring equality and fair treatment for all
- Developing positive relationships with children to enable early intervention
- A shared approach which involves children in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all children can achieve
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents.

It is a strength of the school that all staff take corporate responsibility for ensuring that children behave in a desirable manner and that when necessary are reminded of this with a non-confrontational approach.

### **3. Roles and Responsibilities**

#### **The Governing Body are responsible for:**

- The monitoring and implementation of this Policy and of the behaviour procedures at the school
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

#### **The Headteacher is responsible for:**

- Establishing the standard of behaviour expected by the children at the school
- Determining the school rules and sanctions
- The day-to-day implementation of this policy
- Reporting to the Governing Board on the implementation of this policy
- Overseeing the outcomes of interventions on children's behaviour, education and overall wellbeing
- Liaising with parents of children with behavioural difficulties, where appropriate
- Leading CPD on positive behaviour strategies

#### **Teaching staff are responsible for:**

- Establishing effective classroom management
- Setting high expectations for every child
- Planning and reviewing support for their children with behavioural difficulties in collaboration with parents, the SENCO, SLT and where appropriate the child themselves
- Being aware of the needs, outcomes and support provided to any children with behavioural difficulties

#### **All members of staff and volunteers are responsible for:**

- Adhering to this policy and ensuring that children do too
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour

#### **Children are responsible for:**

- Their own behaviour both inside school and out in the wider community

#### **Parents are responsible for:**

- The behaviour of their child(ren) both inside and outside of school

## 4. Promoting Positive Behaviour

### a. Effective Classroom Management

Bhylls Acre School understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all children
- Establish agreed rewards and positive reinforcements
- Establish a restorative approach to behaviour
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep children stimulated

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- ✓ Classroom rules
- ✓ Routines
- ✓ Praise
- ✓ Rewards

### b. Classroom rules

- Teachers establish classroom rules on an annual basis in conjunction with children which define what is acceptable behaviour and consequences if rules are not adhered to
- Teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”
- Before committing to the classroom rules, teachers ensure that all children fully understand what they involve and what is expected of them
- Rules are placed on the classroom walls to ensure they are always visible to children, and they are regularly reinforced within the classroom, e.g. before any lesson activity.
- All rules outlined in the Classroom Rules Agreement are applicable to children’s behaviour elsewhere on the school premises and outside of the school – teachers ensure children understand this.

### c. Routines

We understand that children work best when there is an established routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with children and revisit these daily.

### d. Praise

We recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also

understands that peer praise is effective for creating a positive and fun environment, and value amongst children.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only work produced
- Perseverance and independence are encouraged
- Teachers ensure that praise is not given continuously without reason and only when a child's efforts, work or behaviour needs to be recognised
- Praise that is given is always sincere and is never followed with immediate criticism
- Teachers encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour

### **e. Rewards**

We understand that when rewards are used following certain behaviour, children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour
- Consistent – consistently rewarded to maintain the behaviour
- Achievable – keeping rewards achievable to maintain attention and motivation
- Fair – making sure all children are rewarded

### **f. Positive Relationships**

Positive teacher-child relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Our school values promote positive behaviours among children; staff remind children of these values regularly:

- Respect
- Kindness
- Honesty
- Perseverance
- Positivity
- Teamwork

Teachers will enforce several strategies to establish positive relationships with their children, including:

- Welcoming children as they enter the classroom
- Ensuring children understand what is expected of them
- Creating a positive environment where every child feels comfortable and respected
- Showing an interest in each child's interests, talents, goals, likes and dislikes, and their family

- Focussing on using positive language when interacting with children to guide them towards positive outcomes rather than highlighting their mistakes

Within the classroom, teachers establish clear expectations for manners and respect for children, including:

- Acknowledging and giving praise when a child demonstrates good manners
- Encouraging children to treat others with respect by modelling the desired behaviour
- Informing children of the importance of treating others the same way they like to be treated
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in each context.
- Establishing a politeness policy to help children understand basic manners and respect
- Teaching children the importance of showing respect to each other

## 5. Environment

Our school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and children are taught to be resilient, reducing the likelihood of behavioural issues.

We aim to promote resilience as part of a whole-school approach, using the following methods:

### i) **Culture, ethos and environment**

The health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

### ii) **Teaching**

The curriculum is used to develop children's knowledge about health and wellbeing

### iii) **Community engagement –**

Our school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents

To prevent negative behaviour, we understand that a well-structured environment is paramount.

- Teachers employ strategic seating arrangements to prevent negative behaviour and enable it to be noticed early
- Ensuring the teacher can see children's faces, that children can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

- Wherever possible, teachers avoid standing with their backs to children and ensure they always have full view of the room

## **6. Understanding Behaviour**

### **a. Restorative Approach**

A restorative approach is values-based and needs-led. It is based on an ethos that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish.

Children are given responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative approaches build on the following basic principles:

- Genuineness – honesty, openness, sincerity
- Positive regard for all individuals – valuing the person for who they are
- Empathetic understanding – being able to understand another’s experience
- Individual responsibility and shared accountability
- Self-actualisation – the human capacity for positive growth
- Optimistic perspectives on personal development – that people can learn and can change for the better

### **b. De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child’s escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the child and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”



## **7. Managing behaviour**

### **a. Praise and Rewards**

We praise and reward children for good behaviour in a variety of ways. Rewards are:

- Immediate – immediately rewarded following good behaviour
- Consistent – consistently rewarded to maintain the behaviour
- Achievable – keeping rewards achievable to maintain attention and motivation
- Fair – making sure all children are rewarded

### **Dojo Points / House Points**

Dojo points are individual rewards which children should be able to add to every day. (These should be visible on the interactive whiteboard at some point during the day).

If children exhibit exemplary behaviour throughout the day they should be awarded 5 dojo points. This should be part of the daily routine and used to encourage children to display positive behaviours.

Dojo points can also be given for children's work.

Children will be awarded certificates in praise assembly when they have collected a certain number of dojo points (25, 50, 75 etc.)

If children receive a dojo point, they also receive a house point coin – this is something they can contribute to collectively. The winning house team at the end of each half term wins an additional break time.

### **Special Mentions**

Children are awarded certificates recognising sustained good behaviour, hard work and effort. Please choose two children per class every week. Parents/carers are invited into school every Friday afternoon to see their child receive their special mention.

### **Stickers**

Children can achieve stickers in lessons, at play and lunchtimes and from the Headteacher.

### **Certificates**

Headteacher award for achievements over and above the norm, for when staff feel that children deserve a special recognition.

Governor award for outside achievements e.g. fund raising efforts/badges at cubs etc.

### **Praise**

Public words of praise in front of the class or whole school. A visit to a senior member of staff for commendation. Positive comments during parents' evenings and school reports.

### **Responsibility**

Children given additional responsibilities e.g. monitor

## b. Sanctions

### Low level disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. Low level disruption may include:

- Swinging on a chair
- Repeatedly tapping a pen/pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Low level incidents should be dealt with by the class teacher. Where children frequently display negative behaviour, teachers use the antecedent behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- (A) Antecedent: what happens before the behaviour occurs.
- (B) Behaviour: the behaviour that occurs
- (C) Consequence: the positive or negative results of the behaviour

(Using the ABC analysis, staff can identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. See Appendix A).

Possible sanctions:

- De-escalation strategies should be employed
- If necessary, keep children behind for a few minutes during break/lunch time to discuss their behaviour
- Children should **not** be made to stand outside the classroom

If there are **5** incidents recorded during a week, parents should be contacted for an informal discussion with the class teacher.

If children continue to display persistently challenging behaviour, a behaviour contract (Appendix B) is developed with support from the class teacher, parents/carers and the child. This outlines the expectations of the child and the support required.

This is reviewed on a weekly basis by the parent, child and their teacher – the contract will be reviewed sooner if it is not effective.

At the end of the specified period, the child will present their Behaviour Contract to the Headteacher for a comment and a review. If the Headteacher is not satisfied with the child's behaviour during the specified period, the Behaviour Contract duration may be extended.

Parents will be informed that the child has a Behaviour Contract and that any further instances of challenging behaviour may result in exclusion.

Following a third incident of challenging behaviour requiring a behaviour contract, the following sanctions are implemented:

The Headteacher will consider whether the child should be excluded (for a fixed term) in line with the school's [Exclusion Policy](#) and determine the length of the exclusion.

Although challenging behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

Where SEND is not identified, but the Headteacher determines that support is still required for the child, an Individual Behavioural Plan will be created to outline the necessary provisions in place. The behaviour support team will be informed and will complete an Early Help Assessment (EHA) if necessary. If behaviour is increasingly volatile, the behaviour support team will be informed, and a Pastoral Support Plan implemented.

Following a fourth incident of challenging behaviour, the following sanctions are implemented:

The Headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.

The local child referral service may be contacted to conduct a home visit to offer support to the child and their family. When the child returns to the school, the Headteacher, child and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them. When returning to the school, the child will have an individual behavioural plan in place. Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

The school will ensure that all punishments are reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs and any SEND.

## Serious Incidents

Unprovoked, threatening or violent behaviour will not be tolerated at Bhylls Acre Primary School. In our view, a serious incident is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to cooperate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property sexual harassment
- Bullying

In the event of unprovoked behaviour occurring, as would endanger children or staff the following procedures will apply:

- **Incident 1**  
The child will be removed from the classroom to work with the Headteacher. A meeting will be requested with parents and the consequences of the action will be discussed.
- **Incident 2**  
A meeting will be requested with parents and the consequences of the action may result in a fixed term exclusion of 24/48 hours (with work set by the class teacher will be put into place) If deemed necessary, support will be requested from the Educational Psychologist Service or Behavioural Support Team. Governors will be informed.  
  
Upon return to school, the child and parents will meet with the Headteacher before returning to the classroom.
- **Incident 3**  
LA and DFE guidelines will be followed, and a permanent exclusion may be made. Governors will be fully informed.

## Appendix A

### ABC (Antecedent, Behaviour, Consequence) Chart Form

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

**Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:**

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

**It is also important to look at what consequences might be maintaining the behaviour:**

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

**Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.**

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?


### ABC (Antecedent, Behaviour, Consequence) Chart Form

Pupil name \_\_\_\_\_

<b>Date/Time</b>	<b>Activity</b>	<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
Date/time when the behaviour occurred	What activity was going on during the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour


**Appendix B**

**Behaviour Contract**



**Bhylls Acre Primary School**

**Behaviour Contract**



Child's name:
Class:

**My Targets:**

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Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Playtime					
Lesson 2					
Lunchtime					
Lesson 3					
Playtime					
Lesson 4					

**Teacher comments**

**Parent/Carer comments**