



Bentfield Primary School

Behaviour Policy

Statement of Intent

Bentfield Primary School is committed to offering every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. It is a primary aim of our school that every member of the school community feels valued, and that each person is treated with respect.

We understand that the majority of children respond best to positive praise and reinforcement, but accept that there are times when sanctions will be necessary in the management of behaviours. As a school, we know we are reliant on the whole school community to support this policy, particularly parents.

The school recognises the importance of clear school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and help raise self-esteem. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Key Principles

- An understanding that every member of the school community is valued and respected so that all can live and work together in a supportive environment in which everyone feels happy, safe and secure
- Developing pupils' awareness of and adherence to appropriate behaviour, as well as a sense of self-discipline and responsibility for one's own actions
- That good behaviour should be taught and learnt, as is any other subject
- Empowering staff to request appropriate behaviour from everyone, whilst at the same time ensuring a positive approach when dealing with children
- Accepting that the maintenance of good behaviour is the responsibility of everyone in the school community
- Working with a positive, pro-active and reflective approach to behaviour management, consistently recognising and rewarding good behaviour

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour lapses as inevitable. This means that we offer support, help and guidance to the child so they can learn from this and improve for next time. It is our role, as fully developed adults, to help guide pupils to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to their behaviour and maintain our relationship with them.

Expectations of all staff

At Bentfield Primary School we believe in 'Connection before Correction' and do everything we can to ensure the positive mental health and well-being of all our children. We expect all staff to maintain a positive

approach when dealing with behaviour, exemplifying the behaviour expected from our pupils. When addressing any behaviour concerns staff's positive relationship with pupils must be their main consideration. Our school follows the Essex TPP (Trauma Perceptive Practice) approach to understanding behaviour and supporting well-being. This approach uses the values of Compassion, Kindness, Hope, Connection and Belonging to support children and is embedded in our school systems and practice.

School rules

At Bentfield we believe in the principle that the simpler the agreement, then the tighter the consistency. Therefore, we have three main school rules, which are:

Ready
Respectful
Safe

All discussions about behaviour will be brought back to these three rules, whether this be providing reminders, warnings, applying sanctions, or highlighting positive behaviour. These rules are clearly displayed around the school and pupils are given frequent reminders about their meaning, e.g. through assemblies or work in class.

There are times where additional, more specific rules will be needed to ensure a better understanding for our pupils, for example lunch hall or playground rules. However, these will always be built around the three main school rules, allowing staff and pupils to refer back to them whenever possible.

Rewards

We recognise the importance of promoting good behaviour through positive recognition. We praise and reward children for good behaviour and social skills throughout the school in a range of relevant and appropriate ways according to the age and needs of the pupil. We encourage consistency throughout the school day to include class time, playtime and lunchtime. Positive rewards often take the form of informal verbal praise, however there are also the following approaches which are used across the school:

Dojo Points

Class Dojo is a reward system which is used in the classroom to give pupils encouragement or feedback points. Each pupil is assigned an avatar which is displayed on the class interactive screen and points are allocated for good behaviour, team work, class contribution, excellent work or progress etc. There are also points which can be awarded to the whole class to enable collaboration. Teachers can then set thresholds for further rewards when a specific amount of dojo points have been awarded. This is both for individual pupils' points, e.g. choosing time, extra playtime, time on iPads etc., or a reward for the points awarded to the whole class, e.g. a classroom cinema afternoon.

Headteacher Awards

Children who have produced good work or behaved well will also have the opportunity to share their efforts with the headteacher. The headteacher has a distinctive gold sticker that he/she will use on the child's work to indicate that the work has been seen by them. The child also has the option to put a sticker on their jumper/shirt, so they can show their parent or carer at the end of the school day.

Achievement Assembly

During our weekly achievement assembly a child from each class will receive a 'Star of the Week' certificate, highlighting excellent work or learning behaviours. In addition to this, a child from each class will be awarded

a 'jigsaw' certificate. This is linked to our school's PSHE curriculum and the certificate will focus on the key area that all classes will have been studying during the week. All pupils who are awarded a certificate will have their photograph taken (with permission) for the achievement display board.

House Points

Upon admission to our school, pupils will be placed in one of our four houses: Romans, Saxons, Normans or Vikings. House Points can be allocated alongside any of the aforementioned rewards or in isolation for good work or behaviour, and termly prizes will be awarded to pupils in the house with the most points. There are also other events throughout the year, e.g. our school's 'Sport Challenge Morning' where pupils compete in house teams to earn points. We believe that house points encourage teamwork as well as recognising individual endeavours.

Reminders and warnings

Prior to any sanctions being given, children should be notified that their behaviour is causing concern. When children are given a warning, it is essential that the reason for the warning is given and this must always relate to one of the three school rules. Whenever possible we also ensure that we use PIP and RIP (praise in public and remind/reprimand in private). At Bentfield we use the following staggered approach as we believe that children should have ample opportunity to make the correct choices and adjust their behaviour accordingly.

Step 1- Reminder

- A reminder of the rules is given (Ready, Respectful, Safe)

Step 2- Caution

- A clear verbal caution is issued (delivered privately, e.g. away from other children, where possible)
- The pupil is made aware of their behaviour and potential consequences are clearly outlined

Step 3- Last Chance

- The pupil is spoken to privately and given a final opportunity to engage
- Script intervention is used (see below)

Step 4- Sanction

- In private, it is explained to the pupil that they had a chance to change their behaviour
- They are then made aware that this has resulted in the previously mentioned consequence

Step 5- Repair

- The adult who delivered the consequence will ensure there is a restorative conversation (e.g. a quick chat/follow up with the pupil, not only to clarify behaviour expectations but also to ensure that the relationship between the child and adult remains positive)

As mentioned in step 4, to ensure consistency across the school all staff members issuing a final verbal reminder/warning will use the following agreed 'Magic Script':

- **"I notice that you are...."** (brief description of what has been seen, e.g. having trouble getting started/wandering around the classroom/not playing very nicely with your friends)
- **"That breaks our rule about...."** (connect back to ready, respectful, safe)
- **"This means that you will...."** (land a consequence, e.g. catch up with your work at break time/move to the back/spend five minutes in the time out area)
- **"Do you remember when you...."** (refer to a time when the child behaved in a more positive manner, e.g. got a certificate or Dojo points/got on with your work straight away)
- **"That is who I need to see today...."** **"Thank you for listening...."** (followed by an opportunity for the pupil to respond/ask questions)

Consequences and sanctions

The use and application of consequences and sanctions needs to be characterised by certain features:

- It must be clear why a sanction is being applied (and how it relates to the offence)
- It must be clear what changes in behaviour are required
- There should be a clear distinction between minor and major offences and the sanction applied accordingly

Some examples of sanctions are:

- Time out or structured lunchtimes/playtimes
- Setting up a programme of sanctions, targets and monitoring
- A phone call or letter home, or meetings with parents/carers
- A fixed term suspension or permanent exclusion

If a child does something violent, abusive or totally unacceptable in some other way, they will be sent to the headteacher or a member of the Senior Leadership Team immediately and bypass the other stages of the warnings system. These incidents will be recorded using the school's MyConcerns online reporting tool and the parent/guardian will be informed at the end of school by either the class teacher or the headteacher. If the parent does not pick up the child directly from school, then the class teacher or headteacher will phone them on the same day of the incident. The parent or carer will be informed about the unacceptable behaviour as well as the consequence or sanction which will be applied.

In exceptional cases, where unacceptable behaviour is persistent and/or severe, the headteacher will formally exclude the child in line with the statutory procedures. Further information regarding the exclusion procedure can be found in our Exclusion Policy.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some pupils will have, at times, additional needs. We recognise that children may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include pupils displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the pupil's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these pupils, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school must not discriminate against any pupil and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. The school may need a differentiated response in recognition of the additional difficulties some children may have in managing their actions.

We firmly believe however that it is our responsibility to support and help such pupils to behave in a socially acceptable manner and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

Anti-bullying

Bullying is defined as deliberately hurtful behaviour which is repeated over a period of time. It is a wilful conscious desire, often pre-planned, to hurt, threaten or frighten another individual or group either physically or emotionally. It is not to be confused with a one-off argument, disagreement or incident of poor behaviour. At Bentfield we take bullying very seriously. In addition to the aforementioned sanctions we also incorporate as many preventative measures as possible, such as encouragement of co-operative behaviour and raising the awareness of bullying through the PSHE curriculum, circle time and assemblies. This also includes a specific focus on cyber bullying through the computing curriculum and additional e-safety assemblies or activities.

Physical intervention (control and restraint)- the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher, who in turn will report it to a pupil's parents or carers.

Our school follows this Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)' which can be found here: [Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Searching, screening and confiscation

Although it is a rare occurrence, there may be situations where it is necessary to screen or search pupils, and confiscate any items that are deemed to be harmful or detrimental to the school. The list of prohibited items is:

- Knives and weapons
- Laser pens
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco, cigarette papers or e-cigarettes
- Chewing gum, high sugar drinks and sweets
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and, in some instances, may need to be handed to the police.

Searching and screening pupils is conducted in line with the DFE's latest guidance, [Searching, Screening and Confiscation at School](#). This guidance is in place for all schools and outlines approaches for pupils of all ages, including those at secondary schools. Our school will always, when exercising our powers, consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding
- Encourage good behaviour from all children through praise and reward
- Always endeavour to have discussions with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Take responsibility for their own personal safety and wellbeing
- Be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.

Headteacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a pupil (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Family

- Understand behaviour expectations and work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion and undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role