

Positive Behaviour Policy

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Produced/Last reviewed:	September 2023
Produced by:	Vickie Stringer Deputy Head of Primary for Safeguarding and Pastoral Heads of Year
Reviewed by:	Vickie Stringer
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Approved by:	Head of Primary
Signed:	

We are all responsible for preserving the learning environment and safeguarding our community. It is everyone's responsibility to ensure our students feel safe and empowered to succeed, and we will intervene if this is not the case.

Aims

1. The broad aim of this positive behaviour policy is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a disruption free, safe environment. We believe that rewarding positive behaviour is more powerful than negativity in achieving an encouraging response. This means that there is greater emphasis on rewards rather than sanctions or punishments: although sometimes sanctions are necessary.
2. We recognise that BSKL has a critical role to play in developing self-discipline in pupils. We aim to establish acceptable patterns of behaviour and to encourage pupils to develop a sense of responsibility, self-respect, and respect for other people, property and the environment and embody our school values.
3. BSKL staff will take proactive steps to empower those impacted by behaviour to share their thoughts and feelings and ensure that they play an active role in driving the restoration of relationships. We aim to ensure that all students know they will be listened to and that they will receive the necessary support.

Rights, Roles and Responsibilities

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door at the start of the day and the start of each session.





2. Always redirect children by referring to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build positive relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism (E.g. notes home, house points, marbles).
6. Deliberately and persistently catch children doing the right thing and praise them in front of others.
7. Remain calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are displaying behaviours that are not in line with our community expectations.
10. Demonstrate unconditional care and compassion.

We expect all leaders to:

1. Be a visible presence around the school.
2. Regularly celebrate staff and children whose efforts go above and beyond expectations.
3. Encourage use of positive praise. This might include verbal recognition, stickers, house points, marbles and certificates.
4. Ensure staff training needs are identified and met.
5. Use behaviour records to target and assess interventions.
6. Support teachers in managing children with more complex or challenging behaviours.

We expect senior leaders to:

1. Take time to welcome students at the start of the day.
2. Be a visible presence around the site and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Support teachers, specialist teachers and assistant teachers in managing students with more complex or challenging behaviours.
5. Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
6. Regularly review provision for students who fall beyond the range of written policies.

We expect parents to:

1. Ensure children attend school regularly, arrive on time, ready to learn and are collected promptly at the end of the day.
2. Reinforce the school language as much as possible.
3. Make children aware of appropriate behaviour in different situations.
4. Be aware of the school rules and expectations.
5. Support the school in its approach to manage behaviour positively.

School Rules

At BSKL, we have three simple behaviour rules for children that are relevant to all aspects of school life: Be Ready, Be Respectful, Be Safe (See Appendix 1). These can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



Our Rules	Visible Consistencies
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet at the start of the day and at the start of lessons. 2. Persistently catching children doing the right thing. 3. Picking up on children who are failing to meet expectations. 4. Praising in public, reminding in private. 5. Consistent language. 6. Adults accompany children on transitions around the school. 7. Quiet transitions and safe walking. 8. Respectful behaviour in assemblies. 9. Active supervision at breaktime and lunchtime.

There should be explicit teaching of 'ready, respectful and safe' across all areas of the school including assemblies, Positive Education and pastoral time.

Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Recognition and Rewards

We recognise and reward students who go 'over and above' our standards. Our staff understand that at BSKL we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those students who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a certificate, 'ask me why I got this' sticker, a positive note home, a phone call or a face-to-face chat. Students who demonstrate the three core rules will be acknowledged with achieving a house point or marble.

Managing Behaviour

We actively notice the behaviours of all students throughout every school day. A whole staff approach ensures any changes in behaviour are noticed and followed up appropriately by the person who sees the behaviour. This sends the clear and consistent message to all students that each adult cares about them, wants to build a relationship, is certain to follow up unacceptable behaviours and has the skills and authority to do this. This will, in turn, strengthen the mutual respect between child and adult.





For the vast majority of our students a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Remain calm and collected in the face of challenging behaviour. All students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. As children transition between lessons and teachers, this is an opportunity for a reset and fresh start.

There may be a small number of occasions when individual situations need to be shared with PLT. On a regular basis, the Head and/or Deputy Head review the behaviour logs on CPOMS to identify any patterns in inappropriate behaviour or children who are a cause for concern due to choices they are making. There are times when individual children do not behave as we would like; in these instances, we follow a clear stepped procedure, so that the child, staff and parents/carers are fully informed about what is happening and why.

Stepped boundaries (See Appendix 2)

Students are held responsible for their actions. All adults deal with behaviour without delegating and will use the steps below to deal with poor conduct. It is the aim that students will be kept at steps 1 and 2 for as long as possible.

Behaviour Pathway Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!	
1. Reminder	Reinforce rule, delivered privately if possible. <i>E.g. 'I noticed you are ... (state the noticed behaviour). This is a REMINDER that we need to ... You now have the chance to make a better choice.'</i> Give the child 'take up time' and DO NOT respond.
2. Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Take a breath and make the right choice when you're ready.'
3. Last Chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use a 30 second scripted intervention to redirect: <i>I noticed you are ... (having trouble getting started/having a difficult break time).</i> <i>It was the rule about ... (lining up/staying on task/using kind hands) that you broke.</i> <i>You have chosen to ... (move to the front of the line/catch up with your work at breaktime).</i>





	<p>Do you remember last week when you ... (<i>got that positive note/worked hard in English/helped James when he was sad</i>)?</p> <p>That is the behaviour I need to see today.</p>
4. Time Out	<p>Time out might be a short time outside the room with an adult or at the side of a room/outside area. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. Give a time when you will come and speak to them. Ensure that you do follow up at the time that you state. When you follow up, boundaries need to be reset and the child asked to reflect on their next step.</p> <p><i>E.g. 'I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.'</i></p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Meeting with Head of Year to discuss next steps. • Class teacher to speak with parents to inform them that their child's behaviour is a cause for concern. • Behaviour should be logged on CPOMS.
5. Time Out in Another Class	<p>If the child has not managed to get back on track, they will be asked to move to the Head of Year (in the first instance) or the TLA's classroom for time out. When moving to another classroom, do not describe the child's behaviour in front of other adults. This will be discussed with you during 'Follow up, Repair and Restore'.</p> <p>Return to speak with the child at breaktime to follow up.</p> <p><i>'E.g. I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.'</i></p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Head of Year. Consider additional support. • Class teacher to inform parents that their child's behaviour is a cause for concern. • Meeting with parents to take place to investigate possible causes or alternative strategies and support. • Possible referral to other agencies in extreme cases. • Behaviour should be logged on CPOMS.
6. Time Out in Another Place	<p>If the child has still not managed to get back on track, they will be asked to move to another location, possibly with a senior member of staff. When moving to another room, do</p>





	<p>not describe the child's behaviour in front of other adults. This will be discussed with you during 'Follow up - Repair and Restore'.</p> <p><i>'I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / at break.'</i></p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Head of Year and Deputy Head. • Parents informed of withdrawal by Head of Year or Deputy Head depending on the nature of the incident. • Meeting with parents, HOY, CT and DH to take place to investigate possible causes or alternative strategies and support. • Possible referral to other agencies in extreme cases.
<p>7. Follow up – Repair and Restore (Restorative Conversation)</p>	<p>Choose from the restorative questions: Up to 5 for KS2 and 2 or 3 for EYFS and KS1. This does not need to be a verbal conversation. Visual discussion cards can be used to support younger students EAL students or students who may not be able to communicate their ideas easily.</p> <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - How did this make people feel? - Who has been affected? - How have they been affected? - What can you do to make things right? - How can we do things differently in the future?

30 Second Intervention

When we see unwanted behaviour, we always challenge it and do not ignore it. At BSKL, we use a quick, guided script to support this and to develop a consistent, fair approach across the school. The script allows behaviour to be addressed within a set timeframe and not detract from the learning. Scripts can be tailored by staff to suit circumstance but broadly adhere to the structure in step 3 above.

Restorative Conversations

In all learning, we need to practice and develop helpful behaviours: recognise, repair and restore. The positive relationships we have developed with the children are best supported by a restorative conversation when teaching better behaviour or making better choices. Punishments do not teach better behaviour.

Restorative conversations give children the opportunity to recognise and discuss their behaviour choices, the consequences of their actions and how we could repair





the relationships that have been damaged. BSKL uses restorative conversations to resolve unacceptable behaviour in a fair and consistent way. After an incident of unacceptable behaviour, a restorative conversation between the pupils and adults involved should take place at the earliest opportunity. Students should be given de-escalation time before a restorative conversation takes place to allow all parties to be able to reflect on what has happened. Heads of Year and PLT can help facilitate this. Adults will guide the conversation through four areas – what, affect, repair, move forward. (See Appendix 3)

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 Deputy Headteacher and/or Head of Primary.

Such incidents include, but not limited to:

- Fighting
- All forms of bullying
- Racist, sexist or other discriminatory comments
- Using abusive/offensive language
- Threatening or physical violence towards adults or students
- Damaging property intentionally

For all serious incidents, a meeting with parents, Deputy Head/Headteacher, class teacher and Head of Year will take place immediately. The aim of this meeting will be to inform, provide support and discuss next steps (which may include sanctions). Consequences for serious incidents could include internal suspension or external suspension. For repeated serious incidents, the school may have to resort to a permanent exclusion.

Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. We always discuss unacceptable behaviour with parents and discuss ways forward with parents to secure positive outcomes for the child.

At BSKL, we operate a gradual and staged approach to sanctions. (See Appendix 4)

Bullying

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:





- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

If a pattern of behaviour that reflects any of the above points becomes apparent, the parent of the child who is in receipt of such behaviour and class teacher, Head of Year and Headteacher/Deputy Head of Primary, if needed, will meet. This meeting will clarify the behaviour experienced, support and reassure the child and parent and strategies will be put in place to resolve the situation. Review meetings will always follow. The class teacher, Head of Year and Headteacher/Deputy Head of Primary, if needed, will also meet with the parent of the child who is exhibiting or demonstrating any of the above behaviours towards another child. This meeting will clarify the behaviour being shown, find answers as to why this behaviour is happening, support the child and parent in managing these and strategies will be put in place to resolve the situation. Review meetings will always follow.

Racist Incidents

At BSKL, we do not tolerate any racist or discriminatory behaviour of any kind. Any incidents of racist or discriminatory behaviour will be treated as a level 3 serious misconduct. For more information, please see our anti-racism policy.

Meetings with parents

Meetings with parents will always be supportive and with an aim of resolving the behaviour issues together, for the benefit of the child concerned. If discussions with parents/carers reveal other issues around behaviour and behaviour management at a wider than school level, staff may recommend a referral to a support service or other internal/external agencies may be made. At this point, depending on the behaviour causing concern, an internal exclusion may be considered, to be initiated at PLT's discretion. There may also be occasions where the serious nature of the inappropriate behaviour results in a 'fast-track' process, involving PLT at an early stage.

Fixed Term Exclusions (suspensions)

BSKL believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, PLT may take the decision to exclude for a fixed period. Following fixed-term exclusion the pupil and parents meet the Headteacher and Deputy Head for Pastoral and Safeguarding to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

We believe that permanent exclusion should be seen as a last resort and that staff at BSKL should be able to show that it has taken all reasonable steps to avoid exclusion.





BSKL has policies and procedures in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.





Appendix 1 – BSKL School Rules

At BSKL we are...

READY



RESPECTFUL



SAFE





Appendix 2 – Behaviour Pathway

Behaviour Pathway



Gentle approach > use child's name > down to child's level > make eye contact
> deliver message > walk away!

1 Reminder

Reinforce rule, delivered privately if possible.
E.g. 'I noticed you are... This is a REMINDER that we need to ... You now have the chance to make a better choice.'

Give the child 'take up time' and DO NOT respond.

2 Caution

A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.

Use the phrase 'Think carefully about your next step.'

3 Last Chance

Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.

Use a 30 second scripted intervention to redirect.

Student to spend a few minutes time out at the side of a room/outside area or outside the room. It is time for the student to calm down, breathe and look at the situation from a different perspective and compose themselves.
Give a time when you will come and speak to them. Ensure that you do follow up at the time that you state. When you follow up, boundaries need to be reset and the child asked to reflect on their next step.

Follow Up:

- Class teacher to speak with parents that their child's behaviour is a cause for concern.
- For regular occurrences, meeting with Head of Year to discuss next steps.

4 Time Out





Behaviour Pathway



5 Time Out in Another Class

If the child has not managed to get back on track, they will be asked to move to the Head of Year's classroom. When moving to another classroom, do not describe the child's behaviour in front of other adults. This will be discussed with you during 'Follow up, Repair and Restore'.

Return to speak with the child at breaktime or next session to follow up.

Follow up:

- Class teacher to inform parents that their child's behaviour is a cause for concern.
- Behaviour should be logged on CPOMS.

For regular occurrences:

- Discussion with Head of Year. Consider additional support.
- Meeting with parents and Head of Year to take place to investigate possible causes or alternative strategies and support.
- Possible referral to other agencies in extreme cases.
- Behaviour should be logged on CPOMS.

If the child has still not managed to get back on track, they will be asked to move to another location with a senior member of staff.

Return to speak with the child at breaktime or next session to follow up with HOY or PLT.

Follow up:

- Discussion with Head of Year and Deputy Head.
- Parents informed of withdrawal by Head of Year or Deputy Head depending on the nature of the incident.
- Meeting with parents, HOY, CT and DH to take place to investigate possible causes or alternative strategies and support.
- Possible referral to other agencies in extreme cases.

6 Time Out in Another Place





Restorative Questions



What?

What happened?
What were you thinking about at the time?
What have you thought about since?
What were you thinking at the time?



Affect

How are/were you feeling?
Who has been affected by your actions?
How have they been affected?
How do they feel?



Repair

How can we fix it?
What can you do to make things right?
What will help to put things right?
What do you think you need to do next?



Move Forward

What can you do next time?
How can we do things differently in the future?
What would you do differently next time?
Do you feel like this has been resolved?





Appendix 4 – Staged Approach to Sanctions

Level	Definition	Examples (but not limited to)	Staff Responsible	Sanction	Action to be Taken
Level 1 Low Level	Low level, disruptive behaviour in class or in any other area or context (E.g. trips, toilets, corridor). Any behaviour which impacts the teacher's ability to teach or a child's ability to learn.	- Not listening, answering back - Anti-social behaviour - Not following the school rules - Being unkind	The teacher, AT or trip leader	Steps 1 and 2 - Reminder and Caution	Teacher/AT or other adult issues warning. - Takes necessary action to support, guide and sanction - Informs parents
		Repetition of the above	The teacher, AT or trip leader	Steps 3 and 4 – Last chance and time out	Teacher/AT or other adult issues warning. - Takes necessary action to support, guide and sanction - Informs parents - Informs HoY
Level 2 Persistent Low Level	Low level but persistent, repeated misbehaviour in class or in any other area or context; repeated examples of anti-social behaviour; lack of improvement	- Continually disrupting learning - Lack of respect to staff, students and the environment - Failure to improve or adhere to the school rules and values	Teacher, Head of Year	Steps 5 and 6 – Time out in another class and time out in another place	Teacher to report to HoY who: - Reports on CPOMS - Informs DHP or HoS - Meet with parents - Email parents with support plan, agreement and strategies agreed
Level 3 Serious misconduct Or Lack of progress on Level 2	Persistent, regular disruptive behaviour: Lack of progress and no response to strategies used by the school to improve behaviour; failure to abide with behaviour support plan; repeated examples of low level and serious misbehaviour which demonstrates a lack of progress and improvement despite strategies and support	- Bullying (including cyber bullying) - Fighting - Misuse of social media - Continuous disruption of learning in lessons - Racism - Verbal and physical abuse of adults and children - Sexual harassment / abuse - Theft - Damage to property	Deputy head of pastoral Head of school Principal	Internal suspension Or External suspension	Teacher to report to Deputy head of pastoral or head of school: - Record on CPOMS - Inform DHP and HoS - DHP and HoS to agree sanction - DHP/HoS to meet with parents - DHP/HoS to create a behaviour plan to be agreed by student and parents before returning to school - Email to parents with support plan, agreement and strategies agreed





	<p>offered to student.</p> <p>Isolated incidents of serious misbehaviour: misconduct which negatively impacts the safety and learning of our students and staff; misconduct or incidents which directly contradict our values and this policy.</p>	<p>- Intimidation (verbal or physical) of any members of our community, in any context</p> <p>- Any behaviour which poses serious danger to the pupils or others</p>			
<p>Level 4 Gross Or 3 incidents of serious misconduct</p>	<p>Misbehaviour which violates school policy and places members of our community at risk.</p>	<p>Repeated and persistent examples of, or isolated incident, of:</p> <ul style="list-style-type: none"> - 3 or more incidents of serious misbehaviour on record or failure to successfully abide by a behaviour plan - Assault on a teacher or pupil - Serious theft - Serious damage to property - Serious bullying (including alienation and intimidation) - Serious or continued misuse of social media 	<p>Head of school Principal</p>	<p>Expulsion</p>	<p>Teacher reports to Head of school</p> <p>Head of school and principal take action</p> <p>Meet with parents</p>

