



Bishops Down Primary and Nursery School
Learning Today, Leading Tomorrow

Behaviour policy

Reviewed by	HT and FGB
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Policy reference	DFE, Paul Dix

Our vision is that Bishops Down will be
**A community which develops life-long learners who are confident
to flourish in an ever-changing world**

Bishops Down Primary and Nursery School
strives to grow leaders of the future who have a strong moral, spiritual,
social and cultural understanding. Our ASPIRE school values of
Achievement, Self-Belief, Perseverance, Independence, Resilience and
Equality, underpin the life at the school at all levels. The school's aim is to
provide opportunities for our children to develop as independent, confident,
successful learners with high aspirations who know how to make a positive
contribution to their community and the wider society.

Written Statement of Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Bishops Down.

Our Behaviour Policy is rooted in our ASPIRE values: **Achievement, Self-belief, Perseverance, Independence, Respect and Equality** -

Achievement in personal goals and academic attainment

Self-belief, to be confident in different situations

Perseverance, to be resilient in times of change

Independence, to be a life-long learner

Respect for each other and the world around them

Equality for all

- At Bishops Down Primary and Nursery School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Bishops Down Primary and Nursery School is a fully inclusive community. We expect all community members to uphold these Behaviour Principles, and to act in an inclusive manner at all times with respect and care for each other. All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times, and the same is expected from parents/carers and any visitors to the school.
- Our **ASPIRE** values underpin the high expectations for behaviour and attitudes of staff, pupils and parents/carers, and establish the foundation for resilience, respect for self and others, and motivation to succeed.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff, albeit reasonable force will always be a last resort.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Exclusions Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Bishops Down emphasises that violence or threatening behaviour (from any community member) will not be tolerated in any circumstances.

Introduction

“Your students might claim that they prefer to lead lives of wild and crazy chaos. In reality, it is your routines, and your relentless repetition of them, that makes the students feel safe enough to learn.”

— Paul Dix

At Bishops Down Primary School and Nursery, and in our wrap around care facilities, we value and promote behaviour for learning and playing safely together. In order to create an environment where children and staff feel safe, we will follow this policy which outlines:

- **consistent values**
- **consistent language**
- **consistent visuals**
- **consistent responses**

Our policy is rooted in our ASPIRE values. Many of the strategies are underpinned by the work of Paul Dix – a respected behaviour specialist – in his book [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)

We understand that behaviour needs to be taught in exactly the same way as other parts of the curriculum. When staff are sure that a pupil has the ability to understand what is required and the skills necessary to behave in a desired way, behavioural approaches are most relevant.

Challenging behaviour is neither a new phenomenon nor restricted to a chosen few. It is a developmental rite of passage that impacts on individual children at different times and with differing levels of intensity. Testing boundaries should therefore be regarded as natural.

Each incident needs to be considered and understood in context - the total picture of the child including their life experiences to date. Interventions or responses to behaviour should be made following serious attempts at involving the child in the behaviour management process. We do not excuse ‘poor’ behaviour but seek to understand the fact that some children have more loosely defined behavioural boundaries and little guidance in moral issues.

Safeguarding

At Bishops Down, we understand that challenging behaviour can sometimes be an indicator of safeguarding issues such as child abuse or bullying. Where staff feel that a child’s behaviour is outside of usual developmental norms and potentially the result of a child protection issue, usual school child protection procedures should be followed as set out in the school’s safeguarding policy. Concerns should be raised with the DSL team who will decide upon the most appropriate course of action.

Responsibilities

All Stakeholders

All members of the school community – teaching and non-teaching staff, parents, pupils and governors – work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Modelling desired behaviours at all times and using clear and consistent approaches as described in this policy;
- Treating all children and adults as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging and praising good relationships, behaviours and work;
- Rejecting all bullying or harassment in any form;
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently;
- Caring for and taking pride in the physical environment of the school;
- Working as a team, supporting and encouraging each other.

“They don’t need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children’s names still appear on the board even when they have been rubbed off.”

— Paul Dix

All behaviour matters will be handled by members of staff in a calm, rational and dispassionate manner. No child should feel humiliated or labelled as ‘naughty’. Our task is to teach and encourage our pupils to behave in an appropriate manner at all times. We recognise that this is a genuine challenge given the range of experiences our children have in different settings.

The senior leadership team

The senior leadership team (SLT) understand that they have an active role to play in modelling desired behaviour and maintaining the high standards of school culture and behaviour of Bishops Down Primary and Nursery School. At all times, the senior leadership team will be visible and available to support teachers and pupils with achieving high quality behaviour. They will also be available to engage with parents where necessary as we all work together to achieve a setting and culture where everyone feels safe and supported.

The SLT will ensure that all staff members understand the requirements of the schools behaviour policy and have the skills and understanding to deal with a wide range of different behavioural needs. This will be achieved through initial training during induction and regular update training throughout the year. Additional support and training will be identified through discussions during appraisal reviews, pupil progress meetings and SEN reviews. Where

particularly challenging behaviour is a result of a child with complex SEND or Well-being needs, the SLT will also seek advice from outside agencies and the Local Authority.

Members of the SLT will also be responsible for monitoring and evaluating behaviour. All incidents of serious behaviour and repeated behaviour (as described below) will be brought to SLT attention via CPOMs. Behaviour records should be clear and factual and take the format of a STAR (situation, trigger, action, response) where possible. This will allow monitoring to look for behaviour patterns, identify SEND and support needs as well as highlight training requirements or the need to adapt policy and practice. Recording behavioural incidents will also allow SLT members to carefully monitor escalation and de-escalation of incidents.

In addition to behavioural records, SLT members will also be responsible for collecting and analysing data from the following sources:

- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation;

When evaluating behaviour data SLT will take into account individuals as well as groups to ensure that provision meets equality legislation and no group or individual is at risk of discrimination.

Parents and guardians

The role of parents is crucial in helping us to develop and maintain good behaviour. To support the school, parents will be encouraged to read and contribute to this behaviour policy by reinforcing it at home where necessary. Where possible, parents are actively encouraged to take part in school life and understand our ethos and culture. Where a parent has a concern about management of behaviour, they should raise this directly with the Head teacher whilst continuing to work positively with school staff.

At Bishops Down, we work hard to reinforce a community approach to behaviour by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour or encouraging parents to celebrate pupils' successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place

Our approach in practice

1. The Behaviour Curriculum
2. Promoting good behaviour
3. Further support
4. Consistent consequences, reconciliation and communication

1. The behaviour curriculum

First and foremost, appropriate behaviour is taught at Bishops Down Primary and Nursery School. This is done through rehearsal of clear and consistent routines deployed during class and social times. The language and behaviour expected of children is clearly modelled and praised by adults regularly and consistently. In addition to this PSHE lessons, RE lessons, PE lessons, topic lessons, assemblies, social stories and additional social and emotional interventions might be utilised. At Bishops Down, our behaviour curriculum is underpinned by 3 easy to follow and understand principles:

Safe
Respectful
Learn

Whenever children need teaching or coaching about their behaviour, staff will refer to children to these guiding principles. Where children are seen adhering to these principles, children will be congratulated for being safe, respectful and/or ready to learn. Where children haven't yet met the required behaviour, they will be coached as to how they could be more safe, respectful or ready to learn next time. These principles will be displayed around the school to remind children of expectations. Reference to the required behaviours will be a daily occurrence for all children. There will be key times of the year when it is important to revisit these explicitly in class and in worship however. For example at the start of a new term, after a change of teacher, or when a new pupil joins the group.

2. Promoting good behaviour

"Save your finest performance for when it has most impact: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention."

— Paul Dix

Once children have been taught how to show the behaviour expected of them, continued good behaviour will be promoted and maintained. As adults, we model good behaviour in our interactions with each other and with the children. In particular, we are polite, positive, demonstrate good body language and listen.

At Bishops Down we celebrate and reward good behaviour through:

- Giving verbal and non-verbal praise for targeted behaviours
- Giving house points for our ASPIRE values together with a coloured house sticker
- Holding an ASPIRE assembly with awards for the value of the week
- Reward the class for good behaviour through the class marble jar

3. Further support

“When learners are struggling they need support, not red lines and stern faces. They don’t need the dark suits of doom, but rather a learning coach, detached from any process, to support, mentor and guide... A skilled, empathetic specialist who can work with the learner to meet their immediate needs and stem the flow of poor conduct.”

— Paul Dix

At Bishops Down, we recognise that some children may need further support to maintain high standards of behaviour. This may be as a result of a number of factors including, but not limited to SEND. When children need such additional support, the first port of call will be to try and identify and address the underlying cause of inappropriate conduct.

At Bishops Down, it is important we:

- know our children, their triggers and responses, and intervene early
- use zones of regulation and consistent language to support children (see appendix 3)

Adults may need to use a variety of techniques including, but not limited to:

- giving time
- distraction
- humour
- listening and reassurance
- opportunity to be positive
- recognising feelings
- opportunity to succeed
- responsibility – carrying out a short, achievable task
- sharing interests
- physical activity/movement break
- connecting with another child
- showing empathy with body language and facial expression
- ensuring basic needs are met – food, drink, health
- reassurance
- swapping the adults
- guided breathing

On occasion, adults may need to raise their voices. This should be restricted to a minimum and when the need arises to keep children safe.

For children who are struggling with high standards of behaviour it may be appropriate to employ a wider range of support strategies to meet underlying needs and make social and emotional teaching more effective. These strategies and supports may include:

- speech and language intervention
- small group social use of language interventions
- emotions coaching intervention
- personalised social stories or social cartoons interventions
- sensory calming interventions
- academic interventions aimed at reducing in class frustrations

Some children may need specific and additional support, including those with identified SEN. This will be set out in personalised intervention plans to help regulate their behaviour; our SEN team are there to support us.

4. Consistent consequences and communication

- *“Punishment doesn’t teach better behaviour, restorative conversations do.”
— Paul Dix*

If, despite all efforts to teach and support good behaviour, children are not able to make the right choices, consequences should be consistently and fairly applied. Sanctions are designed, not as a punishment, but as a way of teaching children that there are consequences to their actions. Consequences should always be appropriate to the indiscretion and applied in an age appropriate manner and taking into consideration any special educational needs. At Bishops Down we understand that children need an opportunity to put things right in an age-appropriate, proportionate way. We support children to make an apology.

As an initial consequence we may ask a child to miss a couple of minutes of play in order to speak with the adult about their behaviour. If further consequences have been necessary, we will record these on CPOMS and communicate with parents.

Other consequences could include:

- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- making up lost learning during recreation time;
- school based community task, such as tidying a classroom;

Following any sanction, staff, and parents where appropriate, should work with the child to consider how to avoid future incidents. Following more than once incident of more serious behaviour, a risk assessment and behaviour support plan should be put in place in order to avoid the need for more serious sanction such as exclusion. Where a serious sanction has been applied, or the same behaviour and sanction has occurred three times in close succession, this should be brought to the attention of the SLT via recording on CPOMs (See appendix 2)

Escalating to SLT is necessary when incidents involving swearing, sexualised behaviour, physical violence, racially linked, refusal to engage, intentional damaging of school property, repeated disruption or where bullying is suspected.

In these situations, more serious sanctions may be decided upon by the Head teacher or SLT member to include withdrawal from class, suspension or exclusion. This action will always be based on the schools’ knowledge of that pupil’s personal circumstances. Such incidents of behaviour will be recorded on CPOMs to facilitate any future tracking of behaviour that might be necessary.

At Bishops Down, we also use the same, consistent ‘script’ so that we give children clear messages about their behaviour in relation to the school expectations. (See appendix 1)

Managing behaviour outside the school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school by a member of the public. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Sanctions for behaviour outside of school should always be agreed by the Head teacher and only after careful investigation to ensure an accurate account of events has been gathered. Sanctions in this situation are likely to be administered with the engagement of parents. As with in school sanctions, any sanction applied in these circumstances should teach children about the consequences of their actions and fit the indiscretion. Similar sanctions to those listed above are likely to be appropriate.

Where criminal behaviour is suspected, the Head teacher will consider whether it is appropriate to inform the police and/or social services. It is likely that a consultation with the Local Authority will support with this decision. The school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

Suspension or exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Exclusion is a serious step and is only ever taken at Bishops Down as a last resort.

Should a fixed term exclusion (Suspension) be deemed necessary, Parents will be notified of the reason for this by the Head teacher both verbally and in writing. Before the child is re-admitted to school, a meeting between the parents and school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure the risk of a repetition of the offending behaviour is avoided. A written record of the discussion will be made to include commitments to the agreed plan by both parents and school. At this stage behaviour support will be included on an Individual Support Plan (ISP) and weekly meetings may take place to monitor and evaluate support and progress.

Should a pupil continue to struggle to behave as expected despite a high level of support and intervention, to avoid exclusion a Managed Move might be considered. This the process which leads to the transfer of a pupil to another mainstream primary school in order to offer a 'fresh start.' Managed moves are a useful but serious tool, and should always be used with a pupil's best interest at heart.

Guidance on behaviour management and suspension and exclusion is take from the following DfE documents:

- Behaviour in schools -Advice for head teachers and school staff (September 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England (September 2022)

The full text of the DfE's guidance can be obtained via the DfE website.

Child on child Abuse

In line with guidance set out on KCSIE, Bishops Down Primary and Nursery school recognises that child on child abuse could happen in our setting. Child on child abuse can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing;
- initiation/hazing type violence and rituals.

All staff receive training on identifying and dealing with child on child abuse in our setting. All staff know to be alert to these issues and understand the need to follow the school's safeguarding procedures should child on child abuse seem to have happened. All reports of child on child abuse are taken seriously, acted upon using the sanctions system and recorded on CPOMs.

For further information on bullying, please see our Anti-bullying policy.

Banned Items

Bishops Down Primary and Nursery school considers that the following items could pose a safety risk to staff and pupils and are therefore unauthorised at, and on the way to and from school and when wearing school uniform:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Fireworks
- Chemicals such as acids (nail varnish remover or bleach for example) and aerosols
- Pornographic or other graphically offensive images, including racist or homophobic materials
- 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 the property of, any person (including the pupil)

Should any such item be brought into school it will be confiscated by the head teacher and kept securely in her office until it can be returned to the child's parent. Where there is a safeguarding or criminal concern the police or social services will be notified accordingly, alongside the child's parents. Appropriate sanctions as described above will be applied.

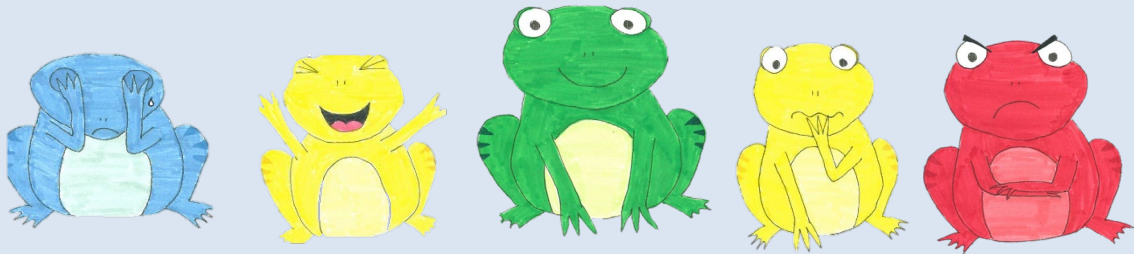
Where a member of staff suspects a child is concealing a banned item, in line with DfE searching, screening and confiscation guidance (July 2022), a member of SLT may search for it and remove it from the child's possession. The search should be carried out with the child's understanding and cooperation. Only under extreme circumstances which pose a real and imminent safety risk should reasonable force be used when conducting a search. A search should be carried out only in the Head teacher's office with an appropriate witness present. The search and confiscation should be recorded on CPOMs and parents notified.

Full guidance on Searching, Screening and confiscation can be found on the DfE website.



Bishops Down scripts:

I noticed that ... you are using a loud voice.
I wonder if... you are in the red zone.
It's OK to feel...red/cross sometimes.
I wonder if it would help to...visit the regulation station?



**Safe
Respect
Learn**

I noticed that ... you were running in the corridor.
It is our rule about... staying safe that you are not/weren't following.
In order to ...stay safe you need to walk.
Do you remember when ...you walked really sensibly and we noticed you yesterday.
That is what we need to see today. **Thank you.**

Restore and repair

What happened?
What were you feeling at the time?
How did this make people feel?
Who has been affected?
What should we do to put things right?

Appendix 2



CPOMS guidance

Use the child's first name within any incidents about them. Always refer to any other children as '**another child**' or 'the other children'. However if there is a particular child involved, type the other child's name under 'LINKED STUDENT'. This way we can keep track of any targeted incidents. If referring to other adults, please give adult role then formal name (e.g. TA Mrs Watts or T Mrs Hunt).

Attendance	Used by predominantly SLT and office – notes of actions taken to address attendance etc. Teachers may occasionally note conversations with pupils or parents around attendance
Behaviour related log <ul style="list-style-type: none"> Classroom/ playground related incident WAC incident Escalated to SLT External Exclusion Team Teach Incident 	<p>Any behaviour that has required SLT intervention or 'additional and extra'. If a child has been asked to leave the classroom or playground or miss some playtime for example. Be vigilant of peer-on-peer abuse.</p> <p>Please include information about the following in your incident report:</p> <ol style="list-style-type: none"> When – On CPOMS click on the appropriate date/ time. Where – e.g. hall, class, playground Briefly describe what the child was doing BEFORE needing support for behaviour Trigger – people, demands of work, hunger, pain, sensitivity, mood, unsure Briefly DESCRIBE the incident Include de-escalation techniques, which could include: <i>verbal support, negotiation, transfer of adult, giving space, limited choice, tactical ignoring, success reminded, humour, removing audience</i> Outcome – roughly length of time before EITHER child settles OR SLT involved. <p>Example incident: Tom was in class. He was completing his handwriting. Another child commented on his learning, saying that it was messy. Tom stood up and hit the child on the arm. Then Tom ran out of the classroom. Tom was in the hall throwing balls. TA Mrs Watts tried: verbal support, giving space and humour. After 10 minutes, Tom settled and returned to class. OR SLT involved.</p> <p>Team teach incident: Any incident when you have to use physical intervention to guide or keep a child safe. Be specific about holds used if relevant and amount of time in hold.</p>
Bullying/Friendship concerns	Generally used when a specific allegation of bullying is raised. This may be from parents or the child. This will then track actions to investigate and deal with the allegation.
DSL actions	Only to be used BY DSL to mark actions they have taken
Medical updates	Communication with parents/professionals regarding medical needs
Parental Contact	Emails to and from parents regarding concerns Summary of meetings or phone calls with parents regarding concerns, updates or incidents
SEND	Generally used by SENDCO or SRP Lead to track actions. May be used to raise a new concern about a child or to keep records up to date with specific incidents arising from SEN
Welfare concern	To raise and record any safeguarding concerns. Ensure that you are factual and descriptive. Use body map if necessary. Use child's own words and complete as soon as possibly following a disclosure. Continue to record concerns even if you are aware that a family is being supported.