



# Bishops Down Primary and Nursery School

*Learning Today, Leading Tomorrow*

## A parent guide to our behaviour policy

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.

### 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

### **1. The behaviour curriculum**

All behaviour matters will be handled by members of staff in a calm, rational and dispassionate manner. No child will feel humiliated or labelled as ‘naughty’. Our task is to teach and encourage our children 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.

First and foremost, appropriate behaviour is explicitly taught at Bishops Down Primary and Nursery School. Our behaviour curriculum is underpinned by 3 easy to follow and understand principles:

Safe  
Respectful  
Learn

These principles are displayed around the school to remind children of expectations and referred to daily.

## **2. Promoting good behaviour**

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**

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. We get to know our children, their triggers and responses, and intervene early. We use zones of regulation and consistent language to support children. We have a story about Fergus the Frog to help children understand their emotions and begin to self-regulate. We also use the same, consistent 'script' so that we give children clear messages about their behaviour in relation to the school expectations.

Adults use a variety of techniques including distraction, movement breaks, reassurance and giving time.

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.

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**

If, despite all efforts to teach and support good behaviour, children are not able to make the right choices, consequences will 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 will 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 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, will 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 may be put in place in order to avoid the need for more serious sanction such as exclusion.

Escalating to a member of the senior leadership team 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. 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.

### **Parents and guardians**

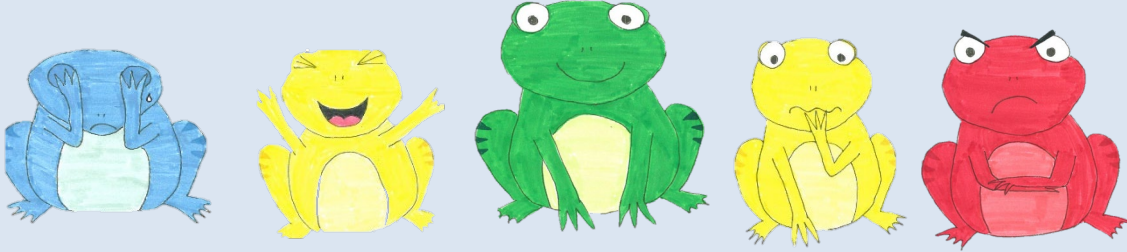
The role of parents is crucial in helping us to develop and maintain good behaviour. Where a parent has a concern about management of behaviour, they should raise this directly with the Head teacher whilst continuing to work positively with school staff.

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 you updated about your children's behaviour or encouraging you to celebrate children's successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place



## 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?