



Behaviour Policy 2023

Be Kind, Be Calm, Be Honest, Be a good listener, Be ambitious for yourself.

(including Acceptable Touch Policy)

Our behaviour policy is written in line with our vision. In particular '**Be Kind**'

Children behave best when they feel **safe** and have positive relationships both at home and in school. Every child will be met with a greeting and a smile every day. Children react to adults emotions and body language. At Badbury Park Primary School we are positive, happy and kind role models. We will make eye contact, we will play and engage rather than 'police', we will not have our arms crossed or hands in our pockets. We will be at the children's eye level. We will be curious not furious.

1 Aims and Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We understand there is a clear link between **safeguarding, trauma, adversity and behaviour**. We understand that behaviour is often a form of communication or a need to self-regulate and process big feelings. At Badbury Park Primary School, we get to know our pupils really well by playing with them and spending time with them in the Forest School sessions and Early years. Our loose parts play at break times also encourages structured play and opportunities to get to know the children We carry out home visits and get to know parents and previous settings well. Our transition into school, whether in reception or mid-year into other year groups, is very carefully planned. Our priority is to ensure the children feel safe. Without a feeling of safety and without positive relationships in school, the children will not meet their full potential. (Be Ambitious). We are a caring community, whose values are built on mutual **trust** and **respect** for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a **responsible** and **caring** way. It aims to promote an environment where everyone feels happy, safe and secure and most importantly, it promotes **kindness**.

2. Values and Vision (Be Kind)

2.1 We have core values that we expect every member of the school community to follow and **respect**. These values will be reinforced and always used consistently throughout the school. An agreed set of sanctions will be consistently used when our values are not followed. These all link back **to being kind**.

Be kind to ourselves, our friends, our adults, our planet and environment, our school and our resources.

2.2 The school expects every member of the school community to behave in a **respectful** way towards each other. We promote **visible kindness (Through actions and words, avoiding toxic shaming)**

2.3 We treat all children fairly and apply this behaviour policy in a consistent way across the school.

2.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, **responsible** and increasingly independent members of the school community.

2.5 The school recognises good behaviour, as it believes that this will develop an ethos of kindness, **tolerance, understanding** and **co-operation**. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Rules (The B's)

At Badbury Park Primary School we have whole school rules. We will display our rules around the school, both inside and out, so it is clear to all staff, pupils and any visitors what we expect at Badbury Park. In addition to this, each class will set its own rules at the start of the year. We teach

these rules through assemblies and circle times at the start of the year and revisit them regularly. Time will be given at the start of each term to remind children of all rules. Through our daily circle time we can explore the rules and behaviour we witness.

Whole School Rules (to be introduced termly)

Be Kind
Be Calm
Be Honest
Be a Good Listener
Be Ambitious for your self

2 The Role of Teachers (smile)

Be curious not furious

- Be curious about the child: "I wonder why they're behaving that way?"
- Be curious about yourself: "I wonder why this is making me feel so agitated?"
- Be curious about the situation: "I wonder what we can learn from this?"
- Be curious about the future: "I wonder what we can do differently next time?"

3.1 It is the responsibility of the class teacher to ensure that children feel safe. It is their responsibility to ensure school and class rules are taught and re taught and then enforced, and that their class behaves in a responsible, **kind** manner whilst in school. We are relentless with this. We promote rules by thanking the children. It is the role of all adults to be approachable, positive role models. Use the child's name when thanking them. Show interest.

'Thank you for showing fantastic walking'

'Thank you for showing me that you are listening'

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability (**Be Ambitious**). Children are placed onto the recognition stars and may be recognised in recognition assembly for keeping the rules and showing effort. (**Be Kind, Be ambitious, Be adventurous**)

3.3 The class teacher treats each child fairly and enforces the rules consistently. The teacher treats all children in their class with **respect** and **understanding**. Some children will need support to follow the school rules, in the same way that some children will need support with Maths or English. It is all part of learning. Where patterns of behaviour are seen we will explore and be curious and look at other factors that may be causing this.

3.4 If a child displays unacceptable behaviour repeatedly in class, the class teacher keeps a record of all such incidents on Cpoms. In the first instance, the class teacher will deal with incidents him/herself in the normal manner. However, if the unacceptable behaviour continues, the class teacher will seek help and advice from appropriate senior members of staff. Children will then receive support and help to self-regulate. This takes many forms. It may be an ELSA intervention, a referral to Lighthouse outreach, a bespoke reward chart or a behaviour plan. We will speak to parents to gain an understanding of the child's lived experience at home. A needs checker may be carried out if the teacher feels a child has a barrier to learning and adhering to the expectations.

3.5 The class teacher liaises with the SENCO, who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The approach to support is joined up, in partnership, with home to ensure consistency. We can work with parents by unpicking behaviours and suggesting support and strategies. If intensive support is needed, we may open Early help.

3.7 The Recognition stars

The stars are emptied at the start of the day. Sometimes the start of the afternoon session as well, if required. The stars need to be regularly referred to and updated. Children may also recommend their peers for recognition.

Teachers may work on class targets or focusses. Sometimes there will be a whole school target that is introduced in assembly eg. at the start of term everyone works on fabulous walking or active listening. Teachers will share what they are looking for and communicate with all adults across the setting to enable all adults to recognise the desired behaviours frequently and timely. These will be used **regularly and relentlessly**.

Reminders for Recognition Boards

- Recognise learning attitudes not just functional behaviours
- **Never** remove a name or 'name and shame' a child.
- Any disruptions to be dealt with **privately** to avoid toxic shame
- Learners can nominate each other
- Stop **regularly** and update
- Teach it is a whole class responsibility so they help each other to succeed
- **Praise effort** not achievement
- Have a collective 'whoop!' no large awards, stickers, prizes etc. Children need to be motivated **intrinsically not extrinsically**.
- All adults must **persistently** and **relentlessly** catch learners demonstrating the right behaviours at all times of the day, including school clubs and lunchtimes.

4 The Role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher keeps records of all reported serious incidents of misbehaviour on Cpoms. The Head will look for patterns in behaviour and signs of bullying, where the behaviour may be deliberate and targeted. The Head ensures all staff know the signs of Child on Child abuse, how to notice the signs and how to report cases. The PSHE curriculum will teach children strategies to use when they are subject to unwanted behaviour (Stop, I don't like it)

4.3 The Headteacher, alongside the Trust, has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a child. Both these actions are only taken after the school governors and Trust have been notified.

5 The Role of Parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We display the school rules in the classrooms, and we expect parents to read these and support them. We share the Anti bullying Policy with children and parents.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions towards a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 6.2** The Headteacher has the day-to-day authority to implement the school behaviour policy.

7. Rewards and Sanctions

We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation. Sometimes children need a safe space to calm themselves and regulate their feelings. This could be in a book cave, group room or in a forest area with an adult. Some children may have calming resources (glitter sticks, teddy) to help them self-regulate. It is really important that children have their feelings recognised and are given time to feel calm. Deal with behaviour privately to avoid toxic shame. Sometimes children may need thinking time in another class or to miss part of a session in order to reflect.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher or teaching assistant. We work with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. It is really important to us to find the cause of the behaviour and support at that point rather than punishing the behaviour. We also record incidents of concerning behaviour confidentially using our management system Cpoms. This allows us to notice patterns, put support in place and inform future teaching.

Nursery

- We praise and endorse desirable behaviour such as kindness and willingness to share.

- We avoid creating situations in which children receive adult attention only in return of undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the nursery.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves. Children may need time with an adult to discuss behaviour once they have self-regulated.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and are recorded on Cpoms and in the Incident book. A parent is informed on the same day and signs in the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.

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

- We add children and their work to our recognition board.
- Thanking them for showing a behaviour
- Smiling
- Visible Consistency across the school which helps children to feel safe.
- The school acknowledges all the efforts of children, both in and out of school.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions and show active listening in lessons. If they do not do so, we offer support, we may then ask them either to move to a place nearer the teacher, or to sit away from distraction.
- We expect children to try their best in all activities and this effort will be acknowledged.

7.1 If a child does not appear to be trying their best, we will check if they have understood the task and offer support. If they continue to not complete a task to the best of their ability, we may ask them to redo a task. This may be during a break time. If children have to miss some or all of a break time, staff must ensure that children do get some break during the day. Only on rare occasions can a child stay after school, but never longer than 10 minutes, with parents being informed, where their children are and why they will be late. Anytime a child is kept for 10 minutes after school, the Headteacher or a senior member of staff must be informed. If a child is disruptive in class, the teacher reminds him or her of the expectations quietly. If a child displays unacceptable behaviour repeatedly, we offer the child a safe space from the rest of the class until s/he calms down, and is in a position to work sensibly again with others and articulate feelings.

7.2 If a child threatens, hurts, bullies or engages in **Child on Child** abuse with another pupil, the class teacher records the incident and the child will receive a sanction, for example time out in another class or sent to another teacher. Child on Child abuse will be recorded and reported appropriately in line with the safeguarding policy. If the child is in immediate danger the Police may be called. Staff will work with parents and outside agencies to best support all. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If this dangerous behaviour is displayed in clubs the child may not be able to return

7.3 If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. When the teacher has tried to solve social issues with a child or group of children and feels that they require more help, they must make a referral to our Inclusion Team.

7.4 The school does not tolerate bullying or Child on Child abuse of any kind. If we discover that acts of bullying or intimidation have taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We teach strategies eg. 'stop I don't like it' from the Nursery year upwards.

7.5 Child on Child Abuse (including sexual abuse):

Children might be vulnerable to abuse by their peers. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Report to the DSL as soon as possible.

If needed, take action yourself:

- Ensure victim and alleged perpetrator are not in shared classes or spaces.
- Ask the child outright if they have been harmed.
- Listen and reassure them that they will be supported and kept safe.
- Reflect back using their language.
- Remember that trauma can impact memory, so a child may not recall details or timeline of abuse.
- Make a written record as soon as possible.
- If the child is in immediate danger make a referral to children's social care.
- If an offence is committed, report to the police and confiscate all devices as evidence.
- Keep a reasonable distance between child and their perpetrator.

If staff believe peer-on-peer abuse has occurred, it must be reported immediately to **the Designated Safeguarding Lead, Louise Dance**.

The school's Safeguarding policy details procedures to follow when dealing with Peer-on-peer abuse.

7.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in SBC policy which the governing body have fully adopted.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with borough guidelines on the restraint of children and recorded in a Bound Book (Incident management log). Some staff have received Team Teach training. Only staff who are trained in these methods are to restrain pupils and are to follow the Team Teach methods and values when doing so. Any staff receiving injuries must complete an accident form. (Appendix 3)

8 Fixed-term Suspensions and Permanent Exclusions

- 8.1** Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods. They may also exclude a pupil permanently. It is also possible for them to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2** If the Headteacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

9 Monitoring

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The Headteacher records those incidents where a child is sent to her for significant behaviour issues. These are recorded in the management of Incidents log.

9.3 The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

In summary, after attending Badbury Park Primary School we would like our children to be literate and numerate, having a degree of independence and an awareness of others and a sense of their own worth, to be capable of learning, to have a desire to learn and to be able to develop their capacity for learning and **Be Kind**.

The school believes that good relationships must exist with mutual **respect** between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school, teachers must have high expectations of pupils' behaviour and their work.

Signature of Chair/Vice-Chair: Date:

Signature of Headteacher: Date:

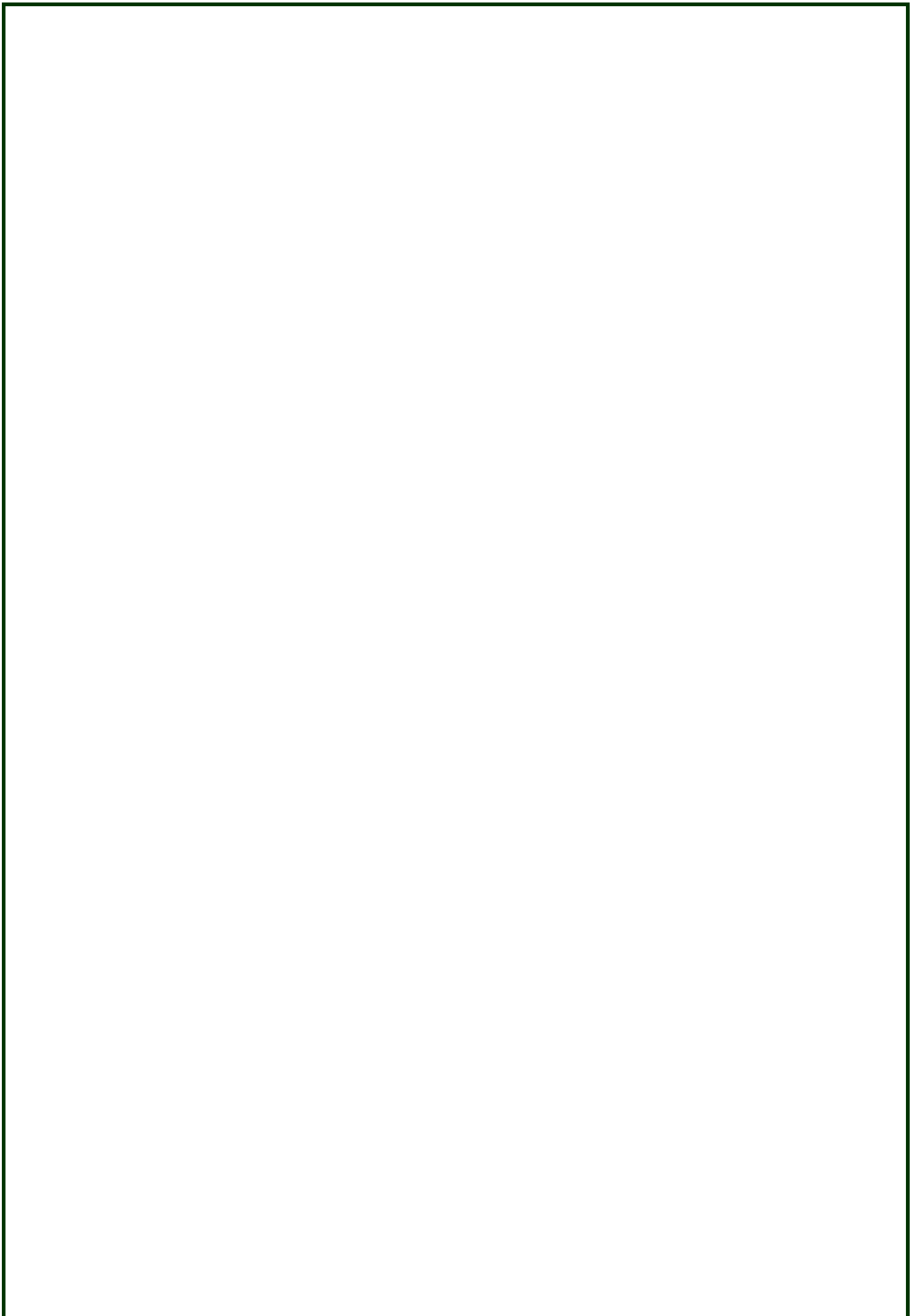
Links to DfE Statutory Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School attendance parental responsibility measures statutory guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion Stat guidance Web version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) (2023)



Acceptable Touch Policy

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general, we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the children's shoulders.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This can be done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug.

At times, children may in crisis or distress, hold you in a way which is not described as above. If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should be recognised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care, therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependant on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school. If you have any questions or would like a further discussion regarding this policy, please speak to the Headteacher at the earliest available opportunity.

APPENDIX 1

Class Teacher/partner class teacher

Low disruptive behaviour, in class or playground e.g. talking, arguing, pushing shoving, general one-off incidents. Parents informed, appropriate sanctions followed through. Discrete reminders, support offered. Time out in another class if absolutely necessary. Speak with Sendco and start a supportive behaviour plan. Catch the child making the right choices.



Headteacher/SENDco/Executive Headteacher

If behaviour persists and/or increases in severity. Behaviour logs on Cpoms, time with a member of the Trust Inclusion team.

APPENDIX 2

Some useful suggestions for teachers dealing with challenging behaviour:

- Praise children behaving well near a misbehaving child. 'Thank you for showing fantastic walking'
- Relentless use of recognition stars and certificates.
- Visible Kindness, private word, a reminder, praise those around the child who needs a reminder.
- Remember and practise scripts – 'John, I can see you're upset... talk and I'll listen...'
- Wherever possible divert, diffuse and de-escalate 'problems'.
- Stop, notice, remind, move on
- Re-visit the School Values (Be Kind) and Classroom Rules (both prominently displayed) more regularly we positively reinforce maths skills, rules, knowledge etc why not behaviour? Remind them of responsibilities as well as their rights.
- State expectations calmly and without confrontation – the tone of your voice is as important as the content of what is said e.g. reminding children of the Rules. Avoid emotionally led responses.
- Avoid naming and shaming at all costs- its leads to 'fame'
- If it is appropriate, check that a child understands the simple, clear instructions.
- Use appropriate child-speak if it conveys your message more effectively.
- Avoid adding your emotions into the conversation 'Mrs S is sad when...'
- If it's appropriate provide a 'get out clause' – 'What could you do next time..?'
- Wherever possible give children choices with guided help – it gives them some autonomy and control ("If you don't do this then...") is a threat that can entrench more opposition.
- Don't take a child's behaviour personally – some children will try and exploit teachers' triggers thus baiting the adult. Disapprove of the behaviour rather than the child ("I don't expect to hear that kind of language" rather than "You are being rude").
- Avoid standing over a misbehaving child – it can be inflammatory – stepping back gives the child space to think and choose.
- Acknowledge children's feelings where appropriate e.g. a dispute between pupils ("I can see why you might have a reason to be angry...").
- Encourage and help children to self-regulate feelings.
- Ignoring some low-level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour ("Now you have put your hand up, I can come and help you...").
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don't understand your humour.
- Make statements that show care and concern for the pupil, in order to maintain the relationship. Deliberate kindness.
- Make time to listen – if not now maybe later, as there may be more than meets the eye.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
- Highlight good behaviour more than poor behaviour.
- Stay in control – control your own feelings and body language first.

Appendix 3 – Positive Handling and Physical Interventions

Positive Handling is defined as ‘the full range of Team-Teach strategies used to de-escalate, diffuse and divert in order to prevent violence and reduce the risk of injury to staff and clients’ (Team-Teach Workbook 2009).

Positive Handling is a broad spectrum of risk reduction strategies. Restraint is only a small part of the framework.

Positive handling is a generic term meaning ‘managing someone’s conduct in a positive way’. It also includes touching – see Acceptable Touch Policy.

Many Team-Teach techniques focus on controlling the arms just above the elbow. As a general rule the hands and arms are neutral zones. Physical interventions should be ‘necessary, reasonable and proportionate’. They are never used for compliance and are not intended to apply pain or dominance on the subject. A reasonable response involves choosing an option which reduces rather than increases the risk.

On rare occasions, accidental injury of a child can occur during a struggle e.g. finger-tip bruising. This is unfortunate but sometimes occurs – especially given the nature of children’s reactions to biomechanical disengagements e.g. pulling a teacher’s hair or sweater.

Types of acceptable interventions and the accurate demonstrations are best shown on the Team-Teach website: www.team-teach.co.uk .

Examples include:

- Shoulder holding
- ‘Caring C’s’ to guide a child
- Arm linkages for older children

Disengagements i.e. children grabbing someone’s hair, throat, clothing etc

Staff should avoid sitting children on their laps, hugging, excessive hand holding (which may cause issues with ‘favouritism’).

Team Teach language: Miss Lawrence and Mrs Fenwick have attended the Team Teach Training 2020

Guide, hold, support, secure, escort, draw forward, ease away, helping hug, cradle hug