



Policy Title Behaviour Policy

Adopted: September 2023

For Review: September 2024

1. Introduction – School Ethos

At Blackthorn Primary **we hold an unconditional positive regard for children and high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Blackthorn Primary share an understanding of the language and consistent approaches we use to manage children’s behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

2. What are the aims of this Policy?

- 2.1 To make clear the ethos and expectations of behaviour that are expected at Blackthorn Primary.
- 2.2 To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

3. School Vision, Values and Rules

Working together as a school community to achieve educational excellence for all.

School Values

Aspiration
Determination
Respect
Honesty
Responsibility
Pride

School Rules

At Blackthorn Primary, we have the following simple and clear rules that apply to all members of the school community:

- 1. **We are kind.**
- 2. **We try our best.**
- 3. **We are honest.**

4. Expectations of the school community:

Headteacher, and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level 2 and 3.

All Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and consequences.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

Class based Staff (Teachers and Teaching Assistants)

- To support children with additional needs to succeed in class.
- To lead interventions to support children's emotional and behavioural needs.
- To develop a positive approach across the school towards the use of safe spaces.
- To support internal suspensions and the reintegration from fixed term suspensions.

Pupils

- To know and follow the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.



5. Curriculum and Teaching

At Blackthorn Primary, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing unwanted.

Circle time and the PHSE curriculum (Jigsaw) is used as part of the curriculum to develop children’s interpersonal skills, strengthen relationships and build their self-confidence. Protective Behaviours knowledge and skills are embedded across the school to support child to understand themselves and how to keep themselves safe. Online safety lessons are taught in every year group.

Appendices A, B and C are included to support adults with expectations and recording of behaviour.

6. Rewards and Consequences

At Blackthorn Primary, we have a clear set of rewards and consequences which are designed to encourage positive behaviour and to deter unwanted behaviour.

Appendices A & B lay out these rewards and consequences which are used across school and adapted depending on the age of children.

7. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands (these are explained further in Appendix B under ‘consequences’):

Level of Behaviour	Definition	How is this dealt with?
Level 1: Low level	Low level disruption in classroom or around school.	By all class-based staff in using classroom behaviour management techniques and systems. All lunchtime and breaktime staff on duty.
Level 2: Consistent/significant disruption	Either consistent low level disruption	By class-based staff alongside Phase Leaders in school & parents. Supported by Phase Leader as first layer of support, followed by SLT.
	or a one-off incident of more significance.	



Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Executive Headteacher, Deputy Headteacher, SLT & Parents
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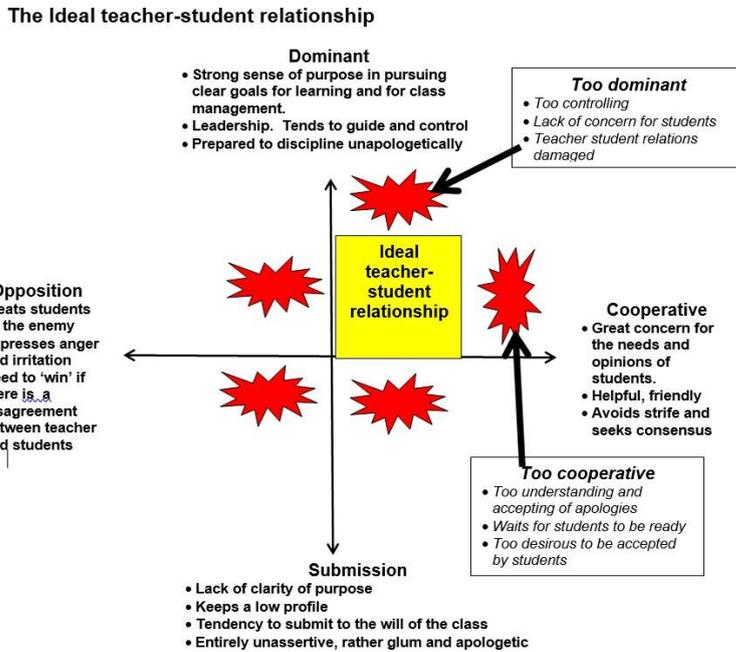
8. Reflecting on and Recording Behaviour

Logging a child’s behaviour is completed in a way that the staff member involved is able to reflect on the antecedent/s, the behaviour displayed and the consequences given for the child. This process of reflection using the ABC model aims to understand what can be improved for the child, and to unpick what the child’s behaviour is communicating. For children who frequently have behaviours recorded, a weekly meeting with senior leaders will be held to discuss the patterns of behaviour recorded, the provision in place and next steps. Children are routinely asked to reflect on their choices, both positive and negative and how they might improve. This reflection by the child is always done when a child is regulated so that if they need to repair a situation they are emotionally able to respond positively.

9. Routines

Establishing well-organised and practice routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential trips, swimming, performances), these routines should also be taught explicitly and children should be given opportunities to practise.

10. Relationships



Healthy, teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: [Geoff Petty – Evidence-Based Classroom Management and Discipline](#))

11. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individualised intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Children requiring significant additional and individualised support with behaviour will be supported through a Positive Handling Plan and Risk Assessment which identifies support strategies and targets. Further details of which can be found in the BPS Physical Intervention Policy.

12. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management



is consistent throughout school. Staff having difficulties should speak to a senior leader in the first instance for guidance and support. Supervision is available to staff as required.

13. Support systems for parents

Blackthorn Primary School has an open-door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child’s behaviour. The Pastoral Team are available to work with families and make links with other agencies where necessary.

14. Positive Environment to Support Behaviour

Every classroom at Blackthorn Primary School seeks to support and encourage children’s positive behaviour. Each class has a display which emphasises great behaviour as well as serving as a reminder of consequences when the rules are not adhered to repeatedly.

15. Monitoring and Review of Behaviour

All behaviour incidents are logged on the school’s Arbor system. Those with a safeguarding concern are also logged on My Concern, which is overseen by the DSLs. All behaviour is monitored on a daily basis by senior leaders and discussed at weekly SLT meetings. Behaviour reviews are carried out in conjunction with safeguarding concerns, special educational needs and incidents of physical intervention. Racist incidents, bullying or sexualise behaviour peer on peer abuse allegations are required to be recorded on a specialist form to ensure full investigation is carried out and trends can be mapped. Behaviour management will be under constant review throughout the school on a class and individual basis. This document is freely available on the school website and will be reviewed on an annual basis.

Signed

Executive Headteacher

Chair of Governors

Date.....

Date.....

Appendix A – Praise and Rewards

At Blackthorn Primary we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words**
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you _____ for looking this way” “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** which can be far more effective than several negative calls.

Behaviour Display Chart

Every classroom has a behaviour display with a peg for each child in the class. The primary focus of the chart is to promote and recognise positive learning behaviours, values and attitudes. A child’s peg is moved at any point in the day to reflect their behaviour. This also supports children to recognise if they are ‘ready to learn’.

Children are expected to be in the ‘ready to learn’ section. Some children need support to achieve this readiness to learn and may have an individual learning plan which identifies appropriate strategies the child can use to regulate.

The bottom sections of the chart are aimed at reminding children of the consequences for a strike (missing a bit of breaktime), or repeated strikes (parent contacted). Teaching assistants are expected to move the pegs during lessons to support both the teacher and the children in a positive way. The best examples of this are when it is achieved in a non-verbal manner.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week’s parents are invited to Celebration Assembly. The Star of the Week should be written to reflect the individual child’s strengths. This may reflect the school values but should also be specific to the child with



personal references to their achievements. The other children in the class contribute to the certificate so that the celebration is a shared experience. (see appendix F for example)

Celebration Assembly (every Friday)

Celebration Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Celebration Assembly will include celebration of the following:

- Star of the Week
- Sporting Achievements
- Attendance Awards
- Other certificates/awards

Dojos

‘Dojos’ are awarded for areas where children go above and beyond the School Rules to reward their effort. Dojo systems are set up to specifically reward the school values.

- A child who has tried hard to push themselves in a lesson might be rewarded for ‘aspiration’ and aiming beyond what they would normally achieve in a lesson.
- If a child works consistently hard at an aspect of learning that they find hard then they could be rewarded a dojo for ‘determination’.
- Respect dojos are as valuable when respect is shown to adults as when children show respect to other children in the school. General good manners can be rewarded with verbal praise as we expect our children to open doors and say please and thank you as a matter of course. A good example where a respect dojo could be awarded, might be if a child always sits attentively during assembly or regularly makes contributions that show respect for the learning and listening to others.
- Responsibility is linked to sustained effort to do the right thing, i.e. homework is in on time regularly and completed with care and effort or carrying out an additional role in the class with dedication such as organising the book corner for a week. This would all receive a responsibility dojo as would being a regular and committed member of a team or club.
- Pride dojos are about care and attention to their work, appearance and attitude to school. It is about developing a caring and conscientious attitude and where this shines through dojos would be given out. An example might be that a child presents a piece of work to a high standard or represents the school to the very best of their ability in an event.



- Honesty dojos are for situations where an honest answer is given by a child and valued by the adult. This is likely to be related to incidents of behaviour.

Dojo points contribute to a child's house team points and are recorded in Class Dojo. Staff should ensure that there is a fair distribution of reward across the year group. Additional aspects may be chosen as a focus for collecting dojos depending on whole school priorities or class initiatives i.e. Early Bird awards for punctuality. Children should expect to collect dojos for making great choices each day.

Certificates are given to children who achieve the following number of dojos:

100 – Bronze Award

250 – Silver Award

500 – Gold Award

At the end of each big term (3 per year) and at the end of the school year, the house team with the most dojos wins the school Dojo Cup.

Whole class rewards

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward. This is at the individual discretion of the teacher i.e. a 10 minute break in the afternoon on a Friday. Using the letters of the class name as a visual way of promoting class rewards is encouraged. These rewards help to build and sustain a sense of community as a class and are a valuable way of supporting children to consider their impact on those around them. Class rewards should be planned and structured so that the children are engaged in meaningful activities as a 'team' in order to foster social skills. Unstructured activities can lead to children struggling to achieve positive behaviour outcomes.

Appendix B -Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

Whole School Approach to Classroom Behaviour –

Level 1 Behaviour

Level of Behaviour		Actions and Responsibilities	Consequence for child	
Spirit in which children the levels and stages operate:		Each child begins a morning or afternoon session with a 'clean slate' and the expectation by all adults that they will succeed.		
Level 1 Low level disruption in classroom or around school.		Level 1 warnings that accumulate across a session occur in the following sequence of stages:		
	Class Teacher	Stage 1	Individual reminders Think/Warning Card	'That's 1' Verbal warning
		Stage 2	2 nd Individual reminder – Name is moved to blue section on the class behaviour chart.	'That's 2' Name moves on class chart
		Stage 3	3 rd Individual reminder – Strike given Name is moved to purple section on the class behaviour chart. Recorded on Arbor Mornings – 5 minutes of break or lunch is lost Afternoons – 5 minutes of the next day's morning break is lost	'That's 3' 5 minutes of break lost Parent's informed at home time



Level 2 Behaviours

<p>Level 2 Either consistent low level disruption or a one-off incident of more significance but not severe.</p>	<p>Class Teacher alongside Phase Leader</p>	<p>Stage 4</p> <p>One Off Incident Strike given Teacher to contact parents/carers.</p> <p>Teacher/TA records in class log on Arbor</p> <p>Phase Leader will speak to child as a warning</p>	<p>Accumulation of 3 strikes in a week... Teacher arranges a meeting with parents.</p> <p>Teacher/TA records in class log on Arbor</p> <p>Phase Leader speaks to child as a warning</p> <p>Individual behaviour chart/strategies set up and reviewed by class teacher.</p>	<p>Class teacher speaks to child and parents.</p> <p>Individual behaviour chart/strategies set up.</p> <p>Phase Leader speaks to child, if required.</p> <p>Weekly review with class teacher</p>
	<p>Phase Leader</p>	<p>Stage 5</p> <p>Behaviour is still a concern after stage 4 intervention ...</p> <p>Phase Leader meets with parents Behaviour reviewed with the Phase Leader during regular meetings with the child.</p> <p>Consultation with SENCO IBP as required / External support as required</p> <p>Recorded on and tracked on Arbor by class teacher and the phase leader.</p>	<p>Parent Meeting with the Phase Leader</p> <p>Weekly review with Phase Leader</p>	
<p>Head of School/Senior Leader</p>	<p>Stage 6</p> <p>Behaviour is still a concern after stage 5 intervention ...</p> <p>Phase Leader refers to Head of School</p> <p>Parents meeting with the Head of School</p> <p>IBP and RA reviewed with SENCO, Senior Leaders and Head of School</p> <p>Significant high-level behaviour to be recorded on Arbor by class teacher.</p> <p>Behaviour reviewed with Head of School and/or Phase Leader during regular meetings with the child.</p>	<p>Parent Meeting with the Head of School</p> <p><u>Options:</u> Internal Suspension or Part-time Timetable</p> <p>Follow-up review with Head of School and parents</p>		



Level 2 Behaviours

If in the same week, there is consistent challenging behaviour, which results in three 5 minutes lost at breaktime in one week, this will be picked up by the **Phase Leader** responsible for that phase of the school and passed on to **SLT** who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour. The **Phase Leader** and **SLT** will monitor behaviour to ensure support is given to staff, parents, professionals and support is given to individuals. A daily or weekly meeting, as appropriate, between the child and the **Phase Leader** will be set up to evaluate their contract and behaviour record.

Examples of Level 2 behaviours are as follows:

<p>Examples of persistent Low Level behaviours: (resulting in 3 x 5 minutes lost at breaktimes in one week)</p>	<p>Examples of one-off incidents: These result in instant loss of 5 minutes breaktime being given.</p>
<ul style="list-style-type: none"> • Behaviour that disrupts learning for others – shouting out • Disturbing others with ‘chat’ and not getting on with work despite the two previous warnings 	<ul style="list-style-type: none"> • Playground arguments i.e. football (non-physical) • Defiant behaviour – refusing to work. • Verbal rudeness to adults • Damaging property through carelessness

The immediate consequence of this level of behaviour will be to phone the parents to inform them of concerns.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Lead will support the class teacher and year group team to deliver suggestions and strategies. An Internal exclusion may also be used in some cases.

Where children are at significant risk of fixed term **suspension**, a part-time timetable may be organised. The **Executive Headteacher and Deputy Head** have the responsibility for setting a part timetable and reviewing progress. Every child’s education is paramount and in the case of a part-time timetable the class teacher will be responsible for providing the child with suitable work to be completed at home.



Level 3 Behaviours

Level 3 Severe disruption, unsafe behaviour or racist incident.	Head of School / Executive Headteacher	Stage 7 Severe Behaviour Refer to Head of School. All potential suspensions are reviewed with the Executive Head before being allocated. Contact with parents/carers made. Part time timetabling discussed or Fixed Term Suspension Suspension to be recorded on Arbor under by class teacher. Office Manager to log suspension with the LA. PCSO may be asked to speak to child or other external agencies support maybe sought to help the child, parents and school. An EHA may be offered if ne is not in place already.	Options: Internal Suspension or Part-time Timetable or Fixed Term Suspension
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Occasionally, behaviour may escalate to Level 3. At this stage, the Executive Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

- Serious, intentional bullying
- Significant damage to property
- Significant physical assault against an adult or pupil
- Theft
- Deliberate, targeted spitting
- Verbal/racist abuse against an adult or pupil
- Inappropriate intentional sexualised behaviour
- Drug, alcohol or vape related behaviour
- Absconding from the premises

In extreme cases, children will be suspended. The Executive Headteacher has the responsibility for giving fixed-term suspensions or permanent exclusion in line with the NPAT Exclusion Policy. Every child’s education is paramount and, in the case of a suspension, the class teacher will be responsible for providing the child with suitable work to be completed at home.

Appendix C - Expectations of Behaviour

At Blackthorn Primary, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have

Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.
- Children are encouraged to greet adults politely, i.e. open doors.
- At the start and end of the school day children will be supervised to collect/put away their belongings in the lockers.

Assembly

- Children should enter and leave assembly in silence and transition from their classes, unless otherwise explicitly directed to do so.
- Staff use non-verbal cues to direct children to maintain silence.
- All adults are role models for how to behave during assembly and have a responsibility to support children's behaviour regardless of whose class an individual may belong to.
- Children remain stood until directed to sit by their class teacher.
- Stand up to sing and sing well!
- Children leave the hall in a well ordered line lead by an adult.

Playtimes

- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- At the end of break and lunchtime teachers are out when the whistle blows/bell rings. The children then line up as a class. KS1 and Reception line up on the top playground and KS2 line up on the lower playground. The class teacher then lead the class inside for lessons.
- If a class needs to repeat coming in quietly walking they will be asked to by an adult.
- Walk in with teacher quietly.
- Classes should be ready for the next lesson to start with equipment and books on desks.

Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons. **Visits to the toilet during lesson, must follow the 'toilet pass' system as set out**

in the **Staff Handbook**. Children in KS2 are not expected to need the toilet during lesson time unless a parent has specifically made the teacher aware of a medical condition.

Lunch Supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes. This should not mean that a child misses more than 10 minutes of their entire break.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.
- Lunch club is run for those children identified by senior leaders as requiring support to play with others. Those attending or exiting lunch club will be approved by the Headteacher and/or the Inclusion Lead.
- Internet should not be accessed during break or lunchtimes unless fully supervised by an adult.
- When dealing with behaviour during lunch and break times, staff will look to actively reward positive behaviours in line with the school values and rules.
- Behaviour that causes concerns will be reported to the class teacher and or a member of SLT by staff on duty so that it can be followed through if necessary.





