



Policy Title Behaviour Policy

Adopted: September 2021

For Review: September 2022

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.

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.

Behaviour and Pastoral Mentors

- 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 exclusions and the reintegration from fixed term exclusions.

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. 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 classroom based staff in using classroom behaviour management techniques and systems, supported by SLT. Behaviour and Pastoral Mentors to support class based staff in positive behaviour management.
Level 2: Consistent/significant disruption	Either consistent low level disruption or a one-off incident of more significance.	By Teachers alongside Senior Leaders in School & Parents.
Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Headteacher, SLT & Parents

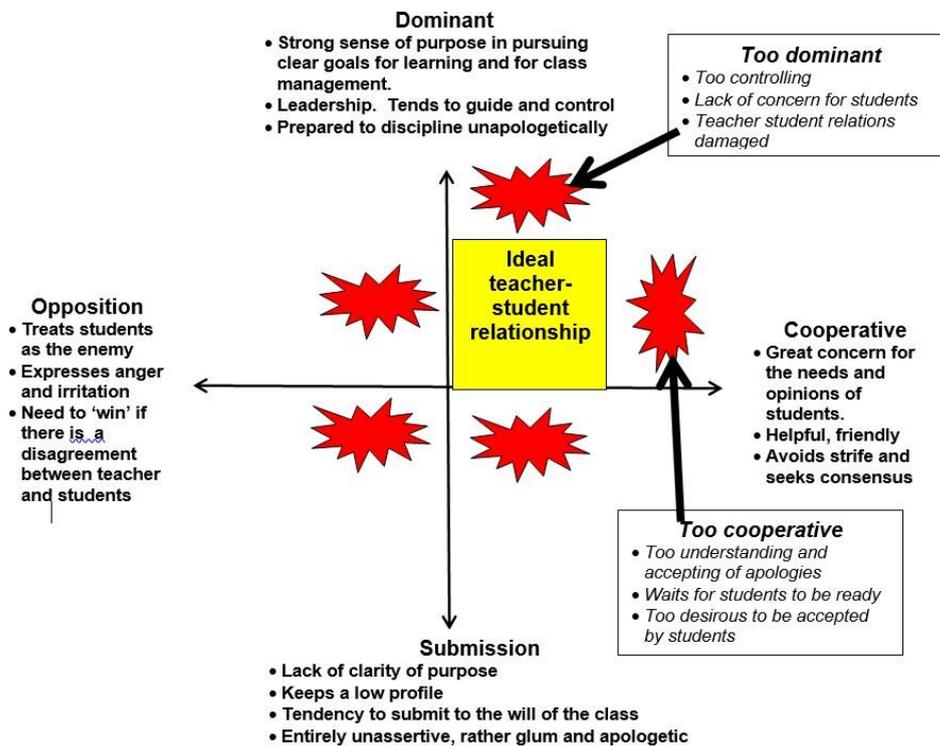
8. Routines

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.

9. 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](#)).

The Ideal teacher-student relationship





10. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual 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.**

11. 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 their Phase Leader in the first instance for guidance and support.

12. 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.

13. Monitoring and review

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

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.

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.

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.	Class Teacher	Level 1 warnings that accumulate across a session occur in the following sequence of stages:		
		Stage 1	Individual reminders Think/Warning Card	'That's 1' Verbal warning
		Stage 2	2 nd Individual reminder – Name is written on the board by teacher or moved on the class behaviour ladder.	'That's 2' Name on board/ladder
	Stage 3	3 rd Individual reminder – Strike given Recorded on and tracked on OneNote by class teacher and the phase leader. 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 and 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 OneNote Weekly Diary</p> <p>Phase Leader speaks 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 OneNote Weekly Diary</p> <p>Phase Leader speaks to child as a warning</p> <p>Behaviour chart/strategies set up and reviewed by class teacher.</p>	<p>Parents called</p> <p>Behaviour chart/strategies set up.</p> <p>Phase Leader speaks to child</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 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 OneNote by class teacher and the phase leader.</p>	<p>Parent Meeting with the Phase Leader</p> <p>Weekly review with Phase Leader</p>	
	<p>Headteacher</p>	<p>Stage 6</p> <p>Behaviour is still a concern after stage 5 intervention ...</p> <p>Phase Leader refers to Headteacher</p> <p>Parents meeting with the Headteacher</p> <p>IBP reviewed with SENCO, Phase Leader and Headteacher</p> <p>Significant high level behaviour to be recorded on My Concern under 'behaviour' by class teacher.</p> <p>Behaviour reviewed with Headteacher during regular meetings with the child.</p>	<p>Parent Meeting with the Headteacher</p> <p>Options: Internal Exclusion or Part-time Timetable</p> <p>Follow up review with Headteacher and parents</p>	



Level 2 Behaviours

If in the same week, there is consistent challenging behaviour, which results in three strikes in a week, this will be picked up by the Assistant Headteacher responsible for that phase of the school and passed on to the Headteacher who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour. The AHT and Headteacher 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 a member of SLT 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 strikes in a week)</p>	<p>Examples of one-off incidents: These result in instant strike 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 exclusion, a part-time timetable may be organised. The Headteacher has 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.	Headteacher	Stage 7 Severe Behaviour Refer to Headteacher. Contact with parents/carers made. Part time timetabling discussed or Fixed Term Exclusion Exclusions to be recorded on My Concern under 'behaviour' by class teacher. PCSO may be asked to speak to child.	Fixed Term Exclusion
---	-------------	--	----------------------

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

- Bullying
- Damage to property
- Physical assault against an adult or pupil
- Theft
- Spitting
- Verbal/racist abuse against an adult or pupil
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour
- Absconding from the premises

In extreme cases, children will be excluded. The Headteacher has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy. Every child's education is paramount and in the case of an exclusion 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 and individual teachers have a system set up to ensure children are safe and



learning is least interrupted. 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 in Year 6 identified by the Phase Leader 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.