



‘Spurring each other on with love’

Behaviour Policy

2025-2027

POLICY HISTORY (starting with the new cycle started in 2011)

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	Reviewed from 2011 Policy by KC	Summer 2012		Summer 2014
2	New lunch system reflected			Summer 2014
3	Exclusions reference added by KC	3 rd March 2014		Summer 2014
4	Amended by MH	22 nd May 2014		Summer 2016
5	Reviewed by MH	17 th November 2016		Summer 2018
6	Reviewed by MH Changes made-house points.	21 st June 2018		Summer 2020
7	Reviewed and Amended by JB/KC	18 th June 2020		Summer 2022
8	Reviewed by THH – to be consulted on in Autumn 2023	23 rd June 2022		Summer 2024
9	Consultation with all stakeholders and rewritten.	11 th July 2024		Summer 2025
10	Reviewed by THH	5 th March 2025		Spring 2027

Policy statement

'And let us consider how we may spur one another on towards love and good deeds'

Hebrews 10:24

At Bickleigh Down CE Primary School, we develop children's character through our behaviour curriculum and through our school Christian vision and values. We recognise that all children are fearfully and wonderfully made; our Behaviour Curriculum aims to support children in being confident in who they are and ready for learning. Just as the writer of the letter to the Hebrews outlined how God wanted his people to behave, in order to build character, we define the behaviours and habits that we expect pupils to demonstrate. Bickleigh Down CE (Aided) Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our Core Beliefs:

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing positive behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Adult behaviours create children's responses and behaviours

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which holds our school values at the centre of everything we do so that our pupils show love, forgiveness, hope, spirit and aspiration.
- To ensure that excellent behaviour is a minimum expectation for all.

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- to promote the use of restorative approaches in place of punishments.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.

- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

The Bickleigh Rules are:

- Be **R**eady
- Be **R**espectful
- Be **R**esilient

			
	Be R espectful	Be R esilient	Be R eady
Learners will....	➤ To everyone ➤ To equipment ➤ To yourself ➤ Feel safe	➤ To not give up when something is difficult. ➤ When there are changes.	➤ To learn ➤ To listen ➤ To help ➤ To be focussed and be responsible for making the right choices. ➤ Take pride in themselves and their work.
Staff will	➤ To everyone ➤ Listen carefully to pupils and be fair.	➤ Give support when it is needed. ➤ Encourage pupils. ➤ Be aspirational for pupils.	➤ To support ➤ To listen ➤ To teach
Which enables.....	Our pupils to be responsible, take pride in themselves and the Bickleigh family and be excellent role models. Our pupils to be successful in their next steps and beyond.	Our pupils to have a positive growth mindset, be prepared for challenges and succeed in all areas. Our pupils to work hard and achieve well.	Our pupils to gain the maximum benefit in their education and personal development at Bickleigh. Our pupils to be in the right place at the right time.
Which prevents.....	Upsetting others Damaging equipment	Underachievement A fixed mindset and limiting preparedness for the next stage of learning and adulthood.	Disruption to own and others' learning. Wasted opportunities to succeed educationally and personally.

All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Resilient'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Follow the rewards and sanctions systems consistently.
6. Be calm and give warnings before sanctions.
7. Follow up **every time** relentlessly, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making poor behaviour choices (except where this is part of an agreed plan linked to a child's exceptional needs).

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement (play, lunch times, dismissal).

Parents and Carers will:

At Bickleigh Down, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Examples of rewards:

- Praise
- Stickers
- Visit to the Headteacher to share successes

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

Our school vision is to 'spur each other on towards love and good deeds' and so for this reason we operate a positive behaviour strategy. Good behaviour, good manners and attitudes will be expected at all times and rewarded regularly by praise, recognition and encouragement.

Rewards**Celebration Awards**

Each week children in every class nominate their peers for a values star award. This award is for children who live out the school vision by showing the values and is given out on certificates in our Key Stage Award Worship time (Tuesday KS1 and Wednesday KS2). The children's names are also shared on a central display.

Class Rewards

All children are expected to behave in line with our three school behaviour rules alongside our school vision and values. Each child will have the opportunity to gain four minutes of 'Golden Time' each day, totalling a potential 20-minute reward time each week by following these rules.

At the end of each day, the class teacher will mark on a laminated class list whether each child has earned the four minutes. At the end of the week, the class will have a 'Golden Time' session. The activity will vary and will be decided by the class teacher alongside their class. Children who have not earned the full amount of time will sit out of the activity and watch. If they have not achieved any reward time, they will sit with a member of the Senior Leadership Team and complete a reflection log.

Individual Rewards

Throughout the school, individual rewards for good behaviour are given out throughout each day. These are in the form of smiley faces and stickers.

Over and Above

We expect all children to behave well in line with our school policy. However, some pupils will demonstrate exceptional behaviour, over and above what is the norm. In these instances, a message can be sent via Class Dojo or a phone call home will be made to inform parents.

Behaviour and Sanctions

Occasionally, a child may have specific behavioural difficulties. If this is identified, then the child will be placed on the school's Special Educational Needs causing concern register and the behaviour discussed with the parents and carers. However, if normal behaviour management strategies do not address the difficulties, the child will be placed on our SEN Support register and an individual Relational Plan may be drawn up. This will highlight specific support and strategies to manage the behaviour. At this point, we may seek advice from outside agencies such as the Social, Emotional and Mental Health Team (SEMH Team) or the Educational Psychologist. In all instances, these needs will be discussed with the child's parents/carers.

Sanctions and Consequences

In line with our school vision, we believe that the promotion of good behaviour and positive praise will change behaviour and **not** the application of sanctions alone. However, if a reward system is going to be successful, there need to be sanctions - applied in such a way as to encourage a sense of ownership and responsibility.

A **clear** warning system is used throughout the school and across the school day both in and out of class.

Early Years Foundation Stage and Key Stage One

1st stage = caution with a **reminder** of expectations.

2nd stage = child's name on the board under a sad face and a **warning** of missing some playtime.

3rd stage = a diagonal line next to the child's name on the board. The child will miss some or all of a playtime. The parent will be informed of this sanction via a text message or by speaking to the parent face to face or by phone.

Key Stage Two

1st stage = caution with a **reminder** of expectations. A dot will be placed next to the child's name.

2nd stage = child's name on the board with one diagonal line next to it and a **warning** of attendance at lunchtime detention. When the line is added, the four minutes of golden time for that day isn't awarded.

3rd stage = a second diagonal line to make a cross next to the child's name on the board, attendance at lunchtime detention and a text message will be sent home to indicate that they have been to detention and the reason for their attendance.

Should any child need to attend lunchtime detention, a note should be sent to the office immediately to inform the headteacher and deputy headteacher. The child in question should be sent to the detention where they will complete a reflection log (see Appendix 1) in silence and unaided. This will then be discussed at the end of the detention with the senior leader on duty.

Should a child get to the third stage in the afternoon, the child will attend detention the next day.

Again, a text message will be sent home to inform parents.

The class teacher is responsible for sending a detention slip to the office so that parents can be notified.

Class teachers should meet with parents of children who repeatedly need to be given warnings for unacceptable behaviour as soon as possible in order to work together. These meetings should be carried out in a supportive manner.

In cases of extreme behaviour, these warnings would be immediately by-passed (see section below) and an internal exclusion or suspension will be given in line with the school's Suspension and Exclusion Policy.

Lunchtime and Breaktimes

Incidents of poor behaviour will be communicated to class teachers immediately after the break has ended. The class teacher will then follow through with the sanction system above by giving a warning, placing the child's name on the board or a strike signifying a detention.

See the Behaviour Blueprint for steps which must be followed by all staff to address incidences of poor behaviour.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Bickleigh Down CE (Aided) Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 7 steps:

1. What's happened?
2. What were you thinking at the time?
3. Who has been affected? How have they been affected?
4. What have you thought since?
5. What should we do to put things right?
6. How can we do things differently?
7. Reaffirm your commitment to building a trusting relationship.

Depending on the age/understanding of the child, it might not be appropriate to use all of the steps.

Staff at Bickleigh Down CE (Aided) Primary School will take responsibility for leading reparation meetings. Senior Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Bickleigh Down CE (Aided) Primary School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Steps to Support Behaviour

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations Ready, Respectful, Resilient – delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
5) Internal referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. This can be supervised by a member of the senior leadership team or might result in a child working in a different classroom.
6) Reparation	A restorative meeting should take place before returning to the classroom.
7) Formal Meeting	A meeting with the teacher and parent will take place with agreed actions. A member of the senior leadership might also be present at this meeting if it is appropriate.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

· Pupils and adults will be expected to demonstrate pride in their **Awesome Appearance** and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.

- When adults in school require the full attention of a class or group of children, they will use key phrases such as '**magnet eyes on me**'. Pupils are taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults may use the term '**cinema seats**' indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with '**magnet eyes on me**' and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Hands up

A hand-up system will be used throughout the School by all staff to require children to be silent. When required a member of staff will raise their hand. All children and staff present will respond by raising their hand and becoming silent.

Sanctions

Staff will follow the 'Steps to Support Behaviour' outlined above. In step 3 where the child is given a clear choice. If the instructions are not followed the child will receive an appropriate sanction. Typically, this will result in losing minutes of playtime. It might also result in a child working in another space.

Where appropriate, restitution will be made and an oral or written apology given, for behaviour affecting other members of the school or local community.

Repeated rule breaking or significant behaviour incidents such as physical violence, aggression and damage to property will lead to a phone call to parents. We aim to involve parents at the earliest possible opportunity.

Repeated rule breaking or significant behaviour incidents may also result in a written warning from the headteacher, a suspension or a permanent exclusion.

The following will not be tolerated and may result in an instant sanction:

- **Swearing, racist, sexist or homophobic behaviour**
- **Being in a restricted area – e.g. carparks**
- **Arguing with staff**
- **Bullying, fighting or physical contact**
- **Bringing into school any objects which can cause harm – including knives, lasers, tools, lighters etc.**

Hate Incident Reporting

Incidents of hate, including racist and homophobic behaviour will be reported to the local authority via the online reporting form.

Children ‘beyond’

Children whose behaviour is deemed to be beyond being able to respond to the approaches outlined above will be supported by a system of small, achievable targets set in consultation with the child and his/her parents/carers. The headteacher, SENCO and external support may be involved and give advice at any stage.

If necessary, the focus of attention will also involve the teacher and class so that support and help can be given to minimise the effects of disruptive behaviour.

Bickleigh Down CE Primary School will follow the guidance given by the DFE ‘Exclusion from Maintained Schools, Academies and Pupil Referral Units in England’ (September 2023), when considering exclusion or going through the exclusion process.

Reasonable Force

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Record keeping

Where a pupil's behaviour means that it may be more likely that staff may have to use ‘reasonable force’ the headteacher will ensure that the staff working with that pupil receive two-day TeamTeach training. Where staff have used reasonable force, this must be recorded on CPOMS and parents/carers must be informed.

Bickleigh Down CE (Aided) Primary School recognises their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). In response to this, the behaviour policy may be adapted to meet the individual needs of some children after consultation with the school SENCo and seeking external agency advice. Such adaptations will be recorded in a child's relational or provision plan.

Equal Opportunities

This policy is in line with the School's Equal Opportunities Policy and reflects the aspirations and beliefs of the school and wider community, including staff and pupils.

Behaviour Curriculum (See Appendix 3)

At Bickleigh Down CE Primary School, we develop children's character through our behaviour curriculum and through our school Christian vision and values. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that, as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Appendix 1



Incident Report

Name: _____ Class: _____ Date: _____

What happened?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Where did it happen? _____

Who else do I need to speak with? Please include anyone who witnessed the incident or an adult that you first reported the incident to.

Appendix 2



Reflection Log

Name of child: _____ Date: _____

Which of the Bickleigh Rules were not followed? Tick the rules that apply to the incident.		
Be respectful ☐	Be resilient ☐	Be ready ☐
What happened?		
How did it make you feel?		
Who have you spoken to about this?		
What has helped you?		
Is there anything else we can do to support you?		

Appendix 3



Bickleigh's Behaviour Curriculum

At Bickleigh Down, we want to support our pupils to grow into adults who are polite, encouraging, respectful, grateful and who always consider others. We believe that, as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. This will ensure that all our pupils are able to live out our school Christian vision of 'spurring one each other on with love'.

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All	Through our embedded values and vision and daily collective worship					
Foundation	Clear expectations for behaviour explicitly taught and modelled.		Behaviour curriculum embedded into PSED curriculum area of learning.		Year One expectations explicitly taught and enacted through transition meetings	
All Year Groups from Foundation to Year Six	Explicit teaching of the full behaviour curriculum content.	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on retrieval and regular recall, including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime.

It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, it may be adapted depending on pupils' ages and, in some cases, for individual pupils' SEND needs. This will be in discussion with the SENCo, parents and external agencies and be outlined in the child's relational or provision plan. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Behaviour curriculum content to be covered in depth in Autumn Term One and revisited throughout the year is outlined below. We expect all children to learn this key knowledge and teachers will support pupils to know more and remember more of the behaviour curriculum through regular reinforcement and explicit teaching.

Behaviour

Know that there are three behaviour expectations in school.

These are to

- Be respectful
- Be resilient
- Be ready

Know the following examples of these three principles:

Use Bickleigh Manners at all times

Bickleigh Manners

At Bickleigh, we recognise the importance of preparing children for life in the modern world. Character development is crucial to our children being able to achieve well in the future including for further education and their careers. In order to prepare our children for the future, we strongly encourage polite and respectful manners which are also modelled by all staff.

Greeting each other	Good morning/afternoon and, where possible, use a name. The response should be the same.
Checking how someone is	How are you today? I'm fine thank you, how are you?
Hold the door open for the person/child behind you.	Thank you. You're welcome.
Stand back when an adult approaches to let them through first.	
At all times, including in the dinner hall, adults should be spoken to politely.	Thank you. Please may I..... You're welcome.
When approaching an adult/child.	Excuse me.....
If you have done something you shouldn't have.	I'm sorry.
When asked a question, respond with the name of the person who asked.	Yes, Mrs Hamilton.
Respect others' right to learn	Use SPUR in all lessons.
Respect school property by looking after it	
Use a calm and polite tone of voice	Remember to use Bickleigh manners.
Value differences	Our value of Spirit reminds us that we are all different and it is, 'what makes me, me and you, you' that gives us confidence in ourselves.
Follow adult instruction	
Completing homework on time	
Remembering to bring equipment to school	
Wearing correct school uniform	Taking pride in appearance so that all pupils look smart.
Tidying up your own workspace and the classroom	

Accepting responsibility if you make a mistake and saying sorry	
Sitting sensibly in the classroom	
Walking through corridors	
Playing games that do not become too physical.	
Using calm and respectful tones when we communicate.	

Our Routines and Key Behaviour Knowledge

SPUR

Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with **SPUR**.

S - Sitting (or standing) up straight and still.

P - Pay attention to the speaker.

U - Use full sentences to answer and connectives to explain e.g. because, although.

R - Respectful towards others.

Know that **SPUR** helps us to do Fantastic Listening

Know that we use Fantastic Listening in class. This means that we use **SPUR**.

Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

Fantastic contributing

Know that we expect all children to contribute in class.

Fantastic contributing means:

Listening to the class teacher or whoever is speaking

Considering my responses before sharing.

Putting my hand up so I know my teacher knows I want to contribute during whole class discussions.

Sharing answers/contributions in a clear voice using full sentences.

Building on what others have said.

Fantastic Walking

Know that we walk around school using Fantastic Walking.

Know that Fantastic Walking means:

•Facing forward/

•Walking in a straight line.

•Hands by side/behind backs.

•Without talking.

•Without leaning on walls whilst waiting.

Know that we use Fantastic Walking to keep everyone safe in school and to make sure learning of other children is not disrupted as people move around school.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box. Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals:

(1) I should stop what I am doing.

(2) I should tuck my chair in if seated and wait for an instruction to move.

(3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

Know that a calm and polite tone is respectful.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when the first whistle blows, I must freeze. When the second whistle blows, I must line up quietly.

Know that I must walk back to my classroom using Fantastic Walking.

Lunchtime

Know that I use Fantastic Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down unless an adult gives permission.

If I am having a school dinner:

Know that, once I have finished, I put up my hand to ask permission from an adult to scrape my plate. I know I should clear any rubbish from my table and empty any leftover food into the correct bin.

Know that, once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.

If I am having a packed lunch:

Know that I need to take all my rubbish and left over food home with me.

Know that, once a member of staff raises their hand, I must raise my hand too and be silent until the adult says I can talk again.

Know that, when instructed by an adult, I must walk and line up quietly with my hands by my side and be ready to leave the hall.

Know that I use Fantastic Walking when walking from the dining hall to the playground.

Completing work in books

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that, if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting.

Know that I should always start writing from the margin. Know that in maths I should use one digit per box.

Know that, in maths, I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that, when my teacher signals, I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that, when the teacher signals (2), I should stand up and tuck my chair in or stand up if on the carpet.

Know that, when the teacher signals (3), I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning. Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.



Bickleigh Behaviour Blueprint

Stepped Sanctions

- Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1.REMINDER (reinforce ethos, privately if possible):

- I noticed you ... (state the noticed behaviour).
- This is a **REMINDER** that we need to ... (state relevant rule: Ready, Respectful, Resilient).
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2.FINAL WARNING:

- I noticed you chose to ... (state the noticed behaviour).
- This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.
- (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.
- Do you remember when ... (model of previous good behaviour)?
- That is the behaviour I expect from you.
- Think carefully. I know that you can make good choices.
- Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

SPACE TO COOL OFF: 3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

3. In the classroom

I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

- Child sent to designated area of the classroom.
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences: · Discussion with SLT and/or SENCO: consider Behaviour Intervention

4. In another class

I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime

DO NOT describe the child's behaviour to other adults in front of the child Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Duffy's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'	• Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. If not or if child refuses, move to Step 5. • Record on CPOMS. For regular occurrences: • Discussion with SLT and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern
5. Somewhere else eg. Leadership Office I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day. *DO NOT describe the child's behaviour to other adults in front of the child* Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'	Child escorted to / collected by appropriate adult. • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime. • Teacher must provide work / activity for child to complete as soon as possible after removal. • Record on CPOMS. For regular occurrences: • Discussion with SLT / SENCO / Head Teacher as appropriate. • Parents informed of withdrawal by teacher or Year Group Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. • Referral to multi agencies i.e. Social, Emotional and Mental Health team (SEMH) / Educational Psychologist, etc.

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.

You need to: 3. Stand by other staff member 4. Sit on the bench 5. Take child inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow.**

Complete Reflection Log (Appendix 2)