



## **Bexton Primary School Behaviour Policy**

**Name of school: Bexton Primary School**

**Review date: Autumn 2025**

**Headteacher: Mrs Emily Armstrong**

### **Introduction**

At Bexton Primary School we believe that every child and young person has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support for them to flourish.

For our school to be **ready, respectful** and **safe** it is essential that everyone has high expectations and that all stakeholders work hard at maintaining a consistent, positive and relational approach to behaviour.

We aim to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning.

Our three school rules are:

- We are ready to engage in learning - BE **READY**
- We are respectful to everyone and to our environment - BE **RESPECTFUL**
- We act safely at all times - BE **SAFE**

Class teachers will discuss these rules with their class and break them down into more specific examples at a level appropriate for their year group.

The ethos and values of our school is for everyone to be valued and treated with **respect**, for all to be **kind**, to have a **never give up** attitude, to be **hardworking** and **positive**. These are our values. Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn to make the right choices.

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and staff with respect because they know this is the right way to behave.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

## Responsibilities

We believe in an inclusive, positive and relational approach to behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the behaviour of our pupils in school.

## Expectations

The shared values of being kind, being hardworking, being respectful, being positive and having a never give up attitude drive our high expectations of behaviour, personal development and learning across our school community. We encourage success by supporting everyone to meet these expectations. Pupils are expected to understand, use and support each other to ensure these values flow throughout all areas of school life.

Our school rules are:

- **Ready**
- **Respectful**
- **Safe**

Each class every year, discusses these rules and comes up with their own 'Class Promise' that defines what these rules mean to them and how they will promote them within their classroom and the wider community, including off site. This then feeds into our school rewards system where we use praise and positive reinforcement to encourage positive attitudes and learning across school. We encourage children to be the best versions of themselves and support those who may need support and encouragement to do this.

## Rewards

The use of praise as a positive method of encouraging good behaviour works very effectively with children. We will recognise that attention to good behaviour usually elicits a positive response from the child who generally feels successful and good about himself/herself for having made a positive achievement in the eyes of his/her peers and in the eyes of the teacher. It should also reinforce the general school guidelines and school rules for the other children who see a reward for a particular type of behaviour.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or providing a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who go over and above. 'Over and above' behaviours include exceeding our school values, impacting the wider Bexton community and showing initiative.

Praise will be delivered through a variety of ways including:

- House points
- Verbal positive praise
- Recognition Board
- Written (postcard home)
- Call home

Every child will have an opportunity to earn house points. The house points system helps foster a positive culture within every classroom and allows students to drive towards achieving specific behaviour skills. House points are earned with the incentive of 'Hot Chocolate Friday' with Mrs Armstrong once a month for the child in class with the most house points. In addition to this, a mention at the Celebration Assembly where 'Star of the Week' will be shared and celebrated. The children's names are then displayed in school for the week to continue the celebration of their achievement. We also promote and celebrate behaviour through Head Teacher Awards, speaking to parents on the phone or at home time and any other instant forms of positive recognition.

We try to encourage the children to work together as a class, so there are a number of times throughout the year that classes will be rewarded together.

### **Teaching Positive Behaviour**

We constantly promote positive behaviour using a variety of strategies. We are first and foremost a community of learners. We explicitly teach children about behaviour, and do not presume that all children know, without instruction, how to behave in all situations. Similarly, we do not reprimand pupils for making mistakes – we would not punish a child for getting a maths problem wrong, so we do not punish children for making mistakes with their behaviour.

We strongly believe that all behaviour incidents are a chance for us to support children to develop and grow, and this has informed our response when children display negative behaviour. We promote positive behaviour throughout the school day, both explicitly in wellbeing lessons, and indirectly through the inclusive and positive school ethos outlined in our school values above, by embedding behaviour expectations within all aspects of school life

### **Relationships**

Many studies have shown that relationships are the key to behaviour management and regulation. We believe that where learners feel they are valued, they respect adults and accept their authority. It is critically important that staff build strong relationships, develop high levels of personal resilience and have high expectations of both learning and behaviour. Staff should never ignore or attempt to excuse poor behaviour but should attempt to understand its communicative intent and use all behaviour incidents as an opportunity for growth, learning and change.

- Staff follow a shared, positive language and model the behaviours we wish to see in our pupils:
- Calm Interactions – language, tone and demeanour must show calmness in the adult. Anger is a personal, emotional response which we actively discourage. We do not shout at children.
- Non – personal comments – children should never be labelled. The pupil isn't 'naughty'. All discussion should address the behaviour and not the child.
- Ability to Change – all language should encourage growth mindset. All pupils can learn and change their behaviours. This must be made explicit in all interactions regarding behaviour choice. Learning from mistakes is an expectation in our school.
- 'Deliberate botheredness' – kind words, curiosity, compassion and knowing the children well.
- Celebrating good behaviour – examples of good behaviour emphasising those who continually behave appropriately in school.
- Environment - staff must be aware of the classroom environment: the layout, tidiness, sensory stimuli etc. If we want children to keep the classroom tidy, staff must keep the classroom tidy as well.
- Structure and lesson planning – inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure and/or are bored. We therefore encourage teachers to develop interesting, authentic learning opportunities. It is far better to prevent unwanted behaviour from

occurring in the first place: dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

### **Our graduated approach to behaviour**

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

Paul Dix

We take a therapeutic approach to the behaviour within school, aiming to be proactive, rather than reactive. We will always attempt to teach, encourage and de-escalate any behaviour that is inappropriate or unsafe.

It is important to stress that Bexton Primary School operates a praise in public, coach in private approach to managing behaviour. Our first priority will always be to ensure the safety of all involved, and then to remedy the situation, teaching appropriate behaviours and responses whilst dealing with any incident. We are an inclusive school, and we do not generally exclude children from a classroom as a punishment. However, time-outs may be used in order to help a child calm down and re-set before continuing their learning, and to minimise any impact on the rest of the class. In exceptional circumstances, a child may be directed to learn in a different classroom/outside of the classroom at the discretion of senior leaders.

Many staff are trained in de-escalation, safe guides and holds. We will only use physical interventions with children if it is absolutely necessary to prevent serious harm. Senior leaders will support staff if pupils are in crisis.

At Bexton, we encourage positive behaviour which reflects our values and rules. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised plan.

The flow chart below outlines how we will deal with different behaviours, dependent on the nature of the incident

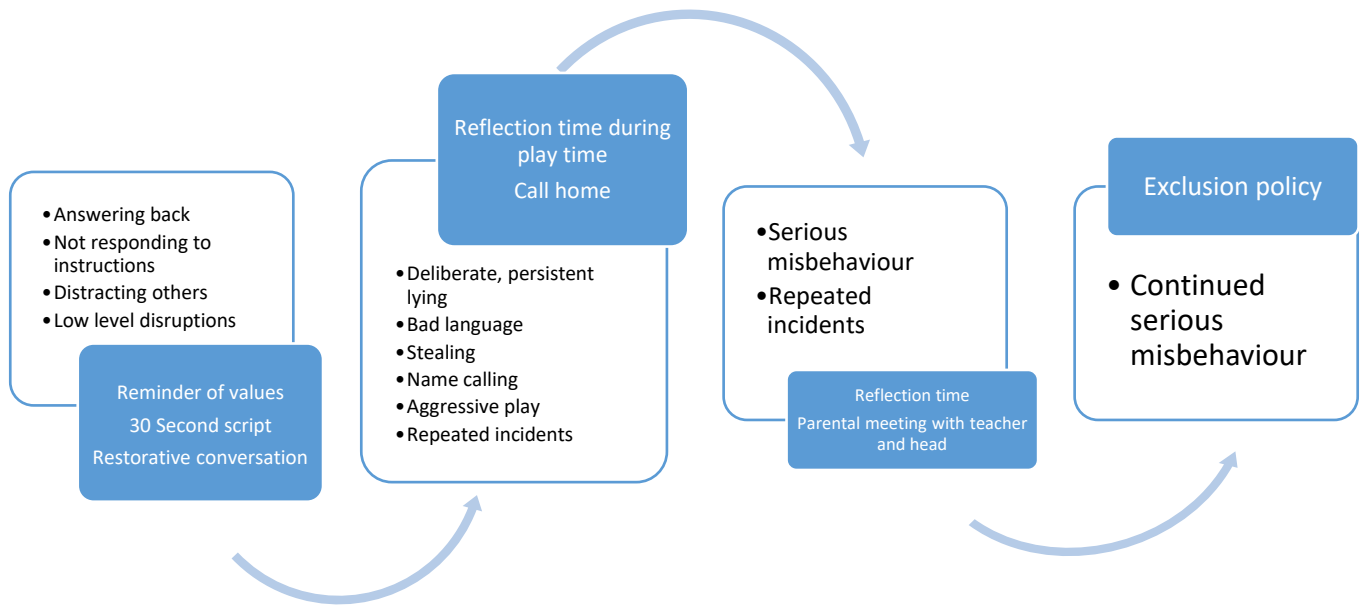
### **Restorative Questions**

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What now needs to be done to make things right?
- How can we do things differently in the future?

### **30 Second Script**

I've noticed that... You know the school rules of ready, respect, safe. Can you remember when I noticed you... and how that made you feel? I expect you to... Thanks for listening.

## Monitoring



Details of significant behaviour incidents should be recorded on CPOMS. These are reviewed regularly and steps put in place to support improved behaviours. The Headteacher and SLT review all incidents, to ensure that there are no developing patterns. In addition to this, staff are invited to talk about any children they are concerned about at the start of weekly staff meetings.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

## **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules/values
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This school recognises and endorses OFSTED's review of sexual abuse in schools and colleges (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in PSHRE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

## **Roles and responsibilities**

### **The governing board is responsible for:**

- Reviewing and approving the written statement of behaviour principles.
- The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher is responsible for:**

- Reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1).
- The Headteacher will also approve this policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Support teachers in managing children with more complex or challenging behaviours

### **Staff are responsible for:**

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Deliberately and persistently catch children doing the right thing and praising them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (CPOMS)
- The senior leadership team will support staff in responding to behaviour incidents.

**Parents are expected to:**

- Support their child in adhering to the pupil code of conduct Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

**Pupils are expected to:**

- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn

**Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy

This policy is written in line with Cheshire Academy Trust's [Statement of Behaviour Principles](#) which can be found on the school's website.

### CAT Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Cheshire Academies Trust, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the Headteacher and Local Governing Board, and clearly set out within the school's Behaviour Policy.