

Bloxham CE Primary School Behaviour Policy



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“A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others. Build a school that is full of them and there are no limits to achievement.” (When the Adults Change Everything Changes)

We expect everyone to follow our three school rules to make Bloxham Primary School a happy, safe place to learn and grow. Be Safe – Be Respectful – Be Kind

Inclusivity is at the heart of all we do; as a school, we deploy all resources effectively to provide every child with an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child. This includes behaviour.

Our priority as a school is to ensure that all children are offered access to appropriate, age-related curriculum content, considering the needs of the whole child. We believe this is best achieved through high quality teaching underpinned by a clear supportive framework which promotes positive behaviour. The values underpinning our relationships with the children in our school and with other members of staff are vital to ensure an atmosphere of trust and mutual respect. The vision and ethos of the school will be contributed to daily by all members of the school community through:

- providing a safe, calm, and effective working environment in which each child can produce their best work
- providing a welcoming environment where respect is fostered, dignity upheld and where everyone feels safe
- providing positive role models
- valuing pupils as individuals, celebrating their successes, and allowing them to learn from their mistakes
- all stakeholders having high expectations of behaviour
- focusing on positive behaviour, by using positive comments and rewards publicly
- offer opportunities for children to reflect on unexpected behaviour incidents in private and with dignity
- ensuring a consistent approach to rewards and consequences by all adults
- supporting children to recognise and talk about their feelings

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- ensuring guidelines are explicit for children, staff and parents on expected and unexpected behaviour and the consequences for this
- recognising the rights of all members of our school community, and commitment to the responsibilities that we each have

refer to home school agreement, parent code of conduct, staff code of conduct, school rules

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We recognise that all behaviour is a method of communication and that behaviours should be interpreted whilst considering age-appropriate responses and SEND. Our policy is underpinned by 'Zones of Regulation' approach. We refer to behaviour using the terms 'expected behaviour' and 'unexpected behaviour'. We define these terms as:

Expected Behaviour: the things we do and say that are friendly, helpful and respectful to others. Doing what is expected is based on where we are and who we are with. For example, it is expected for a child to make a joke during playtime but not while in the middle of a test.

Unexpected behaviour: These are the things we do or say which make other people uncomfortable and are not respectful helpful to others. For example, it is unexpected for a child to be excited and physically energised during a core lesson. Unexpected behaviours are also different depending on who the child is with and where they are.

Roles and responsibilities - teachers, children, parents and wider community

For a school to enable good, positive behaviour, there needs to be a recognition of the key stakeholders and the roles and responsibilities they have.

All Staff will:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- ensure that learning is progressive and continuous for every child
- follow a positive approach where good behaviour is recognised and rewarded, including publicly where appropriate
- consistently follow the behaviour management policy and whole school reward/consequence systems
- establish clear classroom routines, rules and procedures
- use rewards and sanctions with consistency
- model calm, respectful and honest behaviour
- ensure a tidy and secure school environment
- establish positive, caring relationships
- record relevant incidents using school procedures, including safeguarding procedures (*refer to Safeguarding and Child Protection Policies*)
- ensure professional curiosity about a child's behaviour, seeking to understand any underlying influences on behaviour
- Personalised Spiritual, Moral, Social and Cultural curriculum
- Use Zones of Regulations as a framework for promoting emotional literacy, support emotional regulation and reducing the cognitive load as a result
- Recognise that behaviour is a form of communication

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- understand that every adult has responsibility over every child in the school
- instil a value for routines and school structure, e.g. lining up and walking silently to assembly
- deliberately engage with children with purpose, e.g. in the dining hall ensuring children are holding cutlery properly
- support positively the behaviour of children across the school
- use Zones of Regulations to support emotional regulation and behaviour

Teachers will:

- discuss concerns regarding pupils' behaviour with parents/carers & SLT
- request support internally if assistance is needed to support and safeguard children
- seek advice and guidance from other staff and external agencies
- refrain from shouting and publicly chastising children
- remain calm and constructive at all times

Senior Leadership will:

- provide clear guidelines/policies on behaviour, rewards and consequences
- support the staff in following policies and procedures
- monitor the implementation and effectiveness of behaviour management, including this policy through action research
- provide access to advice and training regarding behaviour management
- ensure that the standard of behaviour of pupils is acceptable
- promote self-discipline and proper regard for authority
- provide clear guidelines/policies on all forms of bullying
- ensure the health, safety and welfare of all children in the school
- make decisions regarding breaches of the behaviour policy
- seek support from external agencies where appropriate
- make use of tools provided by Oxsit to support children at risk of exclusion

Parents can support their children by:

- ensuring that their children attend school every day
- ensuring children have adequate sleep each night
- supporting and following the behaviour management policy
- providing for their child's physical and emotional needs, so that they come to school ready to learn
- informing the school of changes in home life
- if concerns arise regarding a pupil's behaviour, working with the school to address this; e.g. following agreed consequences, attending meetings, accessing support from school staff
- allowing time to support their children with homework and providing a calm, purposeful environment to work in
- supporting toward children achieving any education targets set by the school and being involved in any support programme
- celebrating achievements

Pupils will:

- be responsible for their own learning
- respect and follow the rules and values of the school
- attend school regularly and on time

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- develop their independence
- be treated fairly and consistently
- have expectations for behaviour communicated clearly to them, and consequences explained
- be listened to, even when things go wrong
- feel safe and accepted even when a poor behavioural choice has been made
- be taught the tools and language required to self-regulate

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Proactive Strategies:

Our approach to managing and promoting good behaviour is founded on the principles of prevention. All staff are trained and expected to adopt a multitude of agreed strategies into their repertoire for behaviour management. We believe that if we use the right strategies in the right situations, then we will maintain a standard of excellence. The strategies we use are the following:

- Use of scripts
- Zones of Regulation - whole school consistent use of language and visuals
- Public rewards for expected behaviour
- Explicit teaching of expected behaviours
- Explicit teaching of vocabulary associated with emotions
- Specialist Provision
- Nurture sessions for children who have experienced conflict
- Teaching of conflict resolution skills through our curriculum delivery
- Risk Assessments
- Pupil Profiles
- Inclusion Support Plans (ISPs)
- Individual Behaviour Plans

The strategies are colour-coded to show the graduated approach taken with each strategy, demonstrating how a strong universal offer must be in place as the foundation for, and prior to, targeted or specialist SEN support. In other words, if a pupil is not making expected progress despite the consistent implementation of the dark green strategy within the 'universal offer', the next step might be to introduce the dark green strategy in the 'targeted' SEN support column. If following one or more Assess, Plan, Do, Review cycles the child is still not making progress, the dark green 'specialist' strategy may be introduced.

Strategies to meet needs of children with Social, Emotional and Mental Health difficulties:		
Universal Support – High quality teaching	Targeted 'SEN Support'	Specialist 'SEN Support' / EHCP
<ul style="list-style-type: none"> ● Consistent behaviour support strategies in all environments e.g. Zones of Regulation ● Use non-verbal cues to deal with minor behaviour issues e.g. raised eyebrows, being silent, making eye-contact, using gestures such as thumbs up. ● Consistent reference to school values – develop resilience e.g. Growth mindset, learn from 	<ul style="list-style-type: none"> ● Individual Behaviour Plan (personalised) ● Personalised 'emotional regulation' visual supports e.g. visual resource to ask for specific help e.g. "That was too fast / Too many words / I'm confused" ● Support transitions between activities through individual visual timetable or 'Now and Next' board 	<ul style="list-style-type: none"> ● Individual Behaviour Plan (personalised) including Positive Handling Plan and Risk Assessment ● One Page Profile available to all staff with key strategies for support and interaction ● Personalised timetable in one, some or all subjects (i.e. where child requires frequent brain breaks / movement breaks)

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<p>'mistakes', adopt a fresh start, 'can-do' approach</p> <ul style="list-style-type: none"> ● Whole class 'Zones of Regulation' display and behaviour expectations ● Model good behaviour for learning, positive peer role models ● Teach anger-management and anxiety-management strategies e.g. count to 10, deep breathing, use a stress ball, sit on hands ● Catch the pupil doing the right thing, use positive praise, focus on the pupil's talents, strengths and interests ● Use visual timetables and pictorial instructions ● Prepare pupils in advance for any change in routines and give warning of transitions ● Seat pupil at the front of the classroom away from distractions or busy areas e.g. doorways/windows ● Defuse confrontation with humour, change the subject, provide a genuine reason for a movement break by asking the pupil to deliver a message, give them a classroom responsibility ● Incorporate turn-taking and cooperative learning activities into lessons ● Use role play, hot seating and drama activities ● Give one instruction and one task at a time, don't overwhelm the pupil ● Provide time-out in a quiet, calm, distraction-free area of the classroom ● Incorporate social stories into lessons where appropriate to help them understand feelings and to develop empathy 	<ul style="list-style-type: none"> ● Place sand-timer close to child to support your whole class warning that an activity will be ending. ● Individual work station / desk or ear defenders ● Behaviour recovery time ● Application of individual Zones strategies in general lessons to promote generalisation ● Use small group role play, hot seating and drama activities for pre-teaching expectations in new situations ● Use 'Task Manager' boards to visually show steps in a task ● Access to 'fidget' toys or wobble cushion ● Therapeutic stories <p>Targeted Interventions:</p> <ul style="list-style-type: none"> ● Small group intervention to develop communication and social interaction skills ● Spirals ● Lego Therapy group ● Zones group ● Implementation of external agency recommendations e.g. CAMHS <p>'Targeted' Partnerships / Local Offer:</p> <ul style="list-style-type: none"> ● Class teacher & Inclusion Team parent partnership ● Pupil Profile (reviewed with parents once per term) ● Request Additional Funding from OCC where support requirements beyond notional 15 hours ● Involvement of external agencies e.g. CAMHS, School Nurse ● Signpost parents to support groups in Local Offer 	<ul style="list-style-type: none"> ● 1:1 support uses sand-timer / count-downs to prepare child individually for transition. ● Individual quiet / recovery space e.g. tent / dark den ● Tasks interspersed with frequent 'brain breaks' ● May completed some learning in a less stimulating and distracting space e.g. break-out space with agreement from SLT <p>Specialist Interventions:</p> <ul style="list-style-type: none"> ● 1:1 nurture intervention (as per intervention timetable) ● 1:1 Play therapy ● Specialist 'Social and Emotional skills' group intervention ● Music Mentoring ● Timetabled 1:1 support by Teaching Assistant ● Temporary Reduced timetable with agreement from parent / carer <p>'Specialist' Partnerships / Local Offer:</p> <ul style="list-style-type: none"> ● Educational Psychologist assessment ● EHCNA request ● Direct work with SENSS Outreach worker ● Direct work with CAMHS 'Getting Help' or 'Getting more help' worker ● Involvement of OXSIT ● Temporary placement inappropriate 'Alternative Provision'
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Scripts

These scripts are suggestions. The 'theme' or approach is one of curiosity about a child's behaviour and understanding it as communication of an unmet need in the first instance and of giving a child an opportunity to make the right choice / behaviour appropriately with support, rather than a deliberate act of defiance. The scripts adhere to the principle by using positive comments and rewards publicly, whilst giving time to reflect on unexpected behaviour incidents in private and with dignity.

Script 1: To be used when an unexpected behaviour first occurs.

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- **I've noticed that...** (you're looking very sad / you do not want to come to your table / you are standing very close to me / you are telling me that you are feeling poorly etc.)
- **I wonder if...** (you are feeling anxious about being back in school / worried about your Mum / feeling sad that you can't play with our usual toys / finding our new rules frustrating etc.)
- **I imagine that...** (you have lots of energy to get rid of / your tummy might feel tight / you would really like to play with xxx / thoughts or pictures keep popping into your mind about the time when xxx / you would love a big hug with your Dad right now etc.)
- **I wonder how we can help you to do x and to feel (safe) here? Suggest a tool** e.g. Take 5 breathing / reading your book / sitting quietly / go for a walk outside in your bubble space / do some sensory circuit activities / tell me what's wrong etc.)

Script 2: To be used when an unexpected behaviour continues

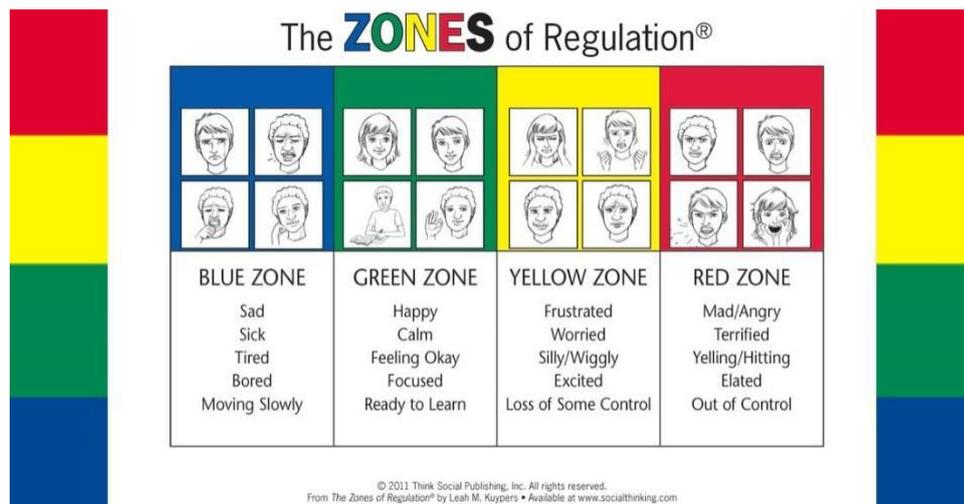
- (Discreet 1:1 conversation) (Name) I have asked you to xxx and tried to help. Your behaviour is not following my instructions or the rules. This is your warning. If you do not xxx, you will need to (sit in our Quiet Space / Thinking Space / finish your work with me at xxx instead of playtime etc.)

Script 3: To be used when the unexpected behaviour persists, and support is needed.

- (Name) I have given you a warning and time to follow my instruction. You are still not xxx. I am calling for Mr / Mrs xxx.

Zones of Regulation

This is a systematic, cognitive approach used to teach children how to regulate their emotions by categorising feelings and stages of alertness into four concrete-coloured zones. The Zones of Regulation framework provides strategies to teach children to become aware of and independent in recognising, naming and therefore controlling their emotions and impulses and improve their ability to solve potential conflicts. There is a consistent approach to the use of the zones of regulation through the school, the language of zones is referred to by all adults.



Rewards for Expected Behaviour:

A high standard of behaviour is the basic requirement and standard expectation of all pupils and adults in our school. These are modelled by staff and are underpinned by our school values. These values are honesty, respect, courage, forgiveness, friendship, and hope. The true reward for excellence in behaviour is success in school and the holistic well-being and development of the

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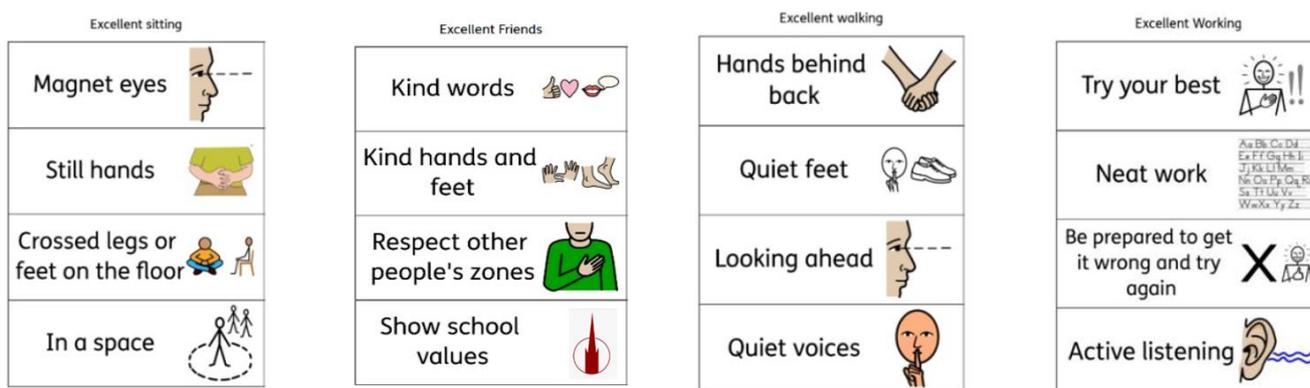
whole child so that children are confident, high achieving and desire success.

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The expectation in our school is to make the right choices. Although this is the motivating factor in our school (excellence in all that we do), we understand the power of incentives and strategies to encourage children to make the right choices.

These include:

- Positive comments/praise linked to the school values – verbal or written.
- Sharing good work/examples of good behaviour in assembly in class
- Housepoints
- Certificates – e.g., Star of the Week, Star Writer, Attendance, Star Reader and Top Mathematician
- Positive feedback to parents – verbal and calls home. Postcards home.



Expected Behaviours

We are all expected to be respectful, kind, and safe at all times.

We can show that we are **respectful** by:

- Using good manners when we are speaking to everyone
- Listening to others
- Following instructions
- Taking care of the school grounds and equipment
- Completing our learning well and supporting others to do the same
- Being a positive member of our school community

We can show that we are **kind** by:

- Helping other people
- Looking after people who are feeling worried or sad
- Always using kind words and actions

We can keep ourselves **safe** by:

- Following the rules for outside playtimes
- Using equipment safely and appropriately
- Talking to an adult when we notice something is not safe or something is making us feel unsafe

Restorative sessions for children who have experienced conflict (Mend It Meetings):

Restorative sessions will take place alongside an appropriate consequence, this process does not replace a consequence. The adult is the facilitator within the session using the following questions to structure the conversation, supporting a small group where appropriate.

- What happened? – Allow the child to tell the whole story from their point of view.
- What were you thinking when...? – Go back to different points of the story and ask what they were

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thinking.

- How were you feeling when...? After asking what the child was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.
- Who has been affected? How? – Encourage the child to think of the wider 'ripple effect' e.g. my teacher's children might be affected because now she'll be late home.
- What do you need to move forward? – Encourage the child to refer to the needs of others along with their own needs and how those needs could be met.

Unexpected Behaviour and Consequences:

While we focus on positive rewards, we acknowledge that some behaviours are not consistent with the rights and needs of all discussed above. The following behaviours, therefore, are not expected:

Behaviour managed within the classroom by the teachers and learning assistants. These behaviours need to be recorded in the Class Behaviour Log by teachers (within Inclusion folder)	
Behaviour	Suggested Strategies
Disruption Ignoring requests instructions Unkind words against others Leaving the room without permission Unsafe behaviours or threatening these Misuse of school property Unfinished/poor quality work	Verbal reprimand/warning Reminder of the rules with time allowed to process Ask the child to move to another seat/space 'Time out' away from the rest of the class/group Loss of playtime (whole or part) Informal contact with parents/carers Verbal/written apology
Behaviours that may require teacher led sanctions and follow up with parents - may require a Behaviour Investigation Form These behaviours need to be recorded in the Whole School Behaviour Log by SLT.	
Behaviour	Suggested Strategies
Unsafe behaviour that could cause harm Repeated refusal to follow instructions Repeatedly stopping other children's learning Inappropriate language choices (written/verbal) Damaging school property/others' belongings Repeated unkind words against others (random not targeted)	As above Referral to SLT for advice Formal contact with parents/carers Withdrawal of opportunity to attend clubs
Behaviours that may require SLT involvement and support and likely to need a Behaviour Investigation Form These behaviours need to be recorded in the Whole School Behaviour Log by SLT	

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Behaviour	Suggested Strategies
Deliberate intent to cause harm to others Continued refusal to follow instructions Serious challenge to safety, authority or learning Serious and deliberate damage to school property or others' belongings Bullying, racist, homophobic, sexist or ability led comments	As above Internal exclusion Fixed-term exclusion Permanent exclusion

Consequences are used as appropriate for the age and stage of the child, based on the severity and frequency of the behaviour. It is always expected that children learn to manage their feelings so that they can make good choices about their behaviour, and to ensure a safe and purposeful school is the 'standard'. It is essential that parents support the school's actions. If parents have concerns about the actions of the school, they should initially discuss this with the Class Teacher. If parents feel the concern has not been resolved through communication with the Class Teacher, they should then approach the Deputy Headteacher, Headteacher or member of the Leadership Team.

When we have not followed the rules and our behaviour has not met the school expectations, this is what happens:

1. A teacher or another adult will calmly remind us of the rules and explain what we have done wrong if we cannot recognise it or say it ourselves
2. We will be given an opportunity to talk about our behaviour, what went wrong and how we are feeling
3. We will be reminded of the behaviour that is expected in the context of where we were and what we were doing
4. We will be given an opportunity to put right what has gone wrong for example by apologising, tidying up a mess that we made, completing any work we have missed
5. We will be expected to show that we are sorry and that the behaviour won't be repeated
6. We may be required to have a consequence for our behaviour decided by our teacher, Phase Leader or Headteacher.

If the behaviour we have exhibited is serious then the teacher may need to inform the Headteacher and parents so they are aware of any incidents and what the consequences have been/will be.

Here are some consequences that we have agreed we will use as a whole school.

We will never use punitive or unproductive consequences or consequences that involve children missing their learning, or being publicly chastised.

1. Missing a playtime or lunchtime play
2. Working out of class
3. Completing missed learning in our own time- playtime or lunchtime
4. Putting things right – apologising, tidying up.
5. Removal from a session if behaviour is disruptive or unsafe.

If behaviours are repeated then the class teacher will escalate to Phase Leader, Deputy Headteacher or Headteacher.

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Where necessary Individual behaviour Plans will be put in place alongside additional support and advice from external agencies and the Nurture Team. Regular review meetings take place when needed to update and change plans to respond to identified needs and changes,

When required all OCC policies and guidance for exclusions will be followed.

Behaviour Flow chart 'Praise in public, chastise privately.'

This school has a prevention is better than cure policy - behaviour is communication. If a child is displaying poor behaviour this is to be dealt with by the class teacher who will adapt provision to minimise the risk of poor behaviour continuing. SLT will be called for in extreme circumstances.

