



**Bassingbourn**  
Community Primary School

## **Bassingbourn Community Primary School**

### **Behaviour Policy**

This policy was ratified on: Spring 2024

Implemented on: Spring 2024

Review date: Spring 2025

Signed by the Headteacher:

A handwritten signature in black ink, appearing to be 'A.J. England', written over a horizontal line.

Signed by the Chair of Governors

A handwritten signature in black ink, reading 'A.J. England'.

Our positive relationships and behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

## Vision

### **Cultivating Joy and Wonder. Empowering Learners. Improving Lives.**

Be a Learner. Be Together as a School Family.  
Be Respectful to Ourselves, Others, and the Planet.

## Aim of Policy

- To provide a clear, fair and consistent approach to behaviour based on the Cambridgeshire Therapeutic Thinking (CTT).
- To develop pro-social behaviour and encourage all children by developing their self-esteem and respect for others and their environment, both within the school and the wider community.
- To promote meaningful and effective learning in a positive and friendly atmosphere where children learn to make the right choices for the right reasons and behave pro-socially.
- All aspects of this policy apply equally to everyone to ensure that everyone can achieve, regardless of sex, race, religion or belief, disability or sexual orientation in line with our duties under the Equalities Act 2010.

## Purpose of the Policy

The purpose of this policy is to support staff, pupils and parents/carers to use our restorative, relationship-focused and therapeutic approach to behaviour. This will allow the pupils at Bassingbourn Community Primary School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance to learn and achieve.

Our behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults. The purpose of the policy is to help everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this. Pro-social behaviour refers to social behaviours that are intended to help others (e.g. helping, sharing or co-operating) and behaviours that conform to rules and/or are socially acceptable.

## Our Approach and Social Norms

In implementing this Behaviour policy, Bassingbourn Community Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions and management seeking support as necessary.
- Consistent positive reinforcement: routine procedures for reinforcing, praising, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for difficult behaviours.
- Consistent expectations which promote pro-social behaviour.
- Consistent respect from adults for all children in order to build positive relationships and trust.
- Consistent role modelling from all adults and explicit teaching of pro-social behaviour (we never assume that children know how to behave pro-socially)
- Consistently reinforced rituals and routines for behaviour: in classrooms, in play spaces, in corridors and outside of school.

- Consistent use of Behaviour (Cambridge Therapeutic Thinking) strategies plans and tools to support children demonstrating, anti-social (difficult and/or dangerous) behaviour.

Pro-social behaviour we expect:	Anti-social (difficult/ dangerous) behaviour includes:
<ul style="list-style-type: none"> <li>• Kindness and generosity</li> <li>• Respect for other people, their views and their work</li> <li>• A sense of right and wrong</li> <li>• Self-respect</li> <li>• Respect for the environment</li> <li>• Working cooperatively</li> <li>• Honesty and trust</li> <li>• Fairness</li> <li>• Self-discipline</li> <li>• Politeness and good manners</li> <li>• A positive attitude to learning</li> <li>• Commitment</li> <li>• Attentiveness</li> <li>• Care for their property and that of others</li> <li>• Active, self-regulated learning</li> </ul>	<ul style="list-style-type: none"> <li>• Being unkind</li> <li>• Hurting someone’s feelings with intent</li> <li>• Violence and aggression e.g. throwing furniture</li> <li>• Threatening behaviour</li> <li>• Bullying (including ‘cyber-bullying’)</li> <li>• Dishonesty</li> <li>• Deliberate refusal to cooperate</li> <li>• Discrimination</li> <li>• Prejudicial behaviour</li> <li>• Using unacceptable language</li> <li>• Deliberately damaging school’s and other’s property</li> <li>• Disrupting teaching and learning</li> <li>• ‘Opting out’ of the learning process</li> </ul>

To support this consistent approach, we have adopted Bassingbourn Community Primary School behaviour expectations.



## Our Expectations are that:

### Staff will:

- Meet and greet children at key transition points every morning (including cover staff).
- Continue to reinforce the approach laid out in this policy, specifically our five behaviour expectations.
- Model our core purpose, cultural values and behaviour expectations.
- Establish clear expectations in their classroom or within their specific roles with the children.
- Give children a purposeful, broad, balanced curriculum with a high level of challenge with low threat along with appropriate levels of support.
- Ensure the classroom environment is organised to encourage independence and initiative; designed to aid accessibility for all learnings including those with Special Educational Needs and disabilities; displays are used to support children's learning and value the achievements of all.
- Use House Points to recognise pupils who are adhering to the five behaviour expectations.
- Follow up behaviour incidents every time, retain ownership and engage in reflective dialogue with learners using the restorative conversation map.
- Never ignore or walk past learners who are not adhering to school expectations.
- Develop positive relationships with parents, involving them in their child's prosocial and/or unsocial or antisocial behaviour.
- Use Cambridgeshire Therapeutic Thinking (CTT) strategies, tools and approaches to support those children who behave in an anti- social, difficult and/or dangerous way.

### Leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Ensure staff behaviour management training is up to date.
- Support staff in managing learners with complex anti-social behaviours through the CTT approach.
- Monitor school wide behaviour policy and teacher practice.
- Regularly review provision for learners who may need additional support.

### Pupils will demonstrate our school cultural values by:

- Being Respectful
- Being a learner
- Being Together as a School Family
- Being Safe

### Parents and carers will:

- Support the school by modelling and encouraging our core purpose, cultural values and our five behaviour expectations.
- Encourage independence and self – discipline, to show an interest in all that their child does in school.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Sign our Home-School agreement. It is important that children and parents understand their rights and responsibilities that go along with these (see Home School Agreement)

## Recognition for Effort and Pro-Social Behaviour

We believe that making good choices brings its own rewards and encourages children to foster this attitude. Adults in the school will notice and praise pro-social behaviour everywhere in the school and children are encouraged to do the same. In addition to smiles and verbal praise, children may also receive the following rewards in recognition of particularly or consistently high standards of behaviour.

Reward	Awarded For	Leads to
<b>Individuals</b>		
House Points (Reception - Year 6)	Consistently meeting or exceeding expectations, behaviour or work that demonstrates excellent effort, or specific demonstrations of the school's values.	House points which go towards pupils' house totals.
Celebration Award (Reception - Year 6)	A single pupil's performance in an identified area, linked to Bassingbourn Community Primary School's values.	Receipt of certificate in Monday's assembly, two per year group. The children's names are shared in the school's newsletter.
Half-termly Headteacher's Award (Reception - Year 6)	Outstanding demonstrations of prosocial behaviours and positive attitudes.	Receipt of certificate in assembly at the end of each half term, two per year group. The children's names are shared in the school's newsletter.
<b>Houses</b>		
House trophy (Reception - Year 6)	Having the most house points each year.	The winning house has the trophy with their colour ribbons.

## Managing Behaviour in the Classroom

Classroom management is central to achieving the high levels of positive learning attitudes and pro-social behaviour that contributes to effective learning. Classroom management skills include:

- planning and preparation to ensure that all children are suitably engaged, challenged and supported;
- organising children and learning in ways that will minimise disruption and maximise learning and development
- anticipating rather than reacting to challenges
- supporting appropriately with situations and needs before they escalate

Each classroom manages and teaches behaviour through:

#### Class Assembly Time

Every class holds a weekly class Assembly meeting with the class teacher. The purpose of these meetings is to ensure each child feels that they are a valued and committed member of the class. Through shared discussion and co-operative games and activities each child has the chance to contribute and should feel listened to. These meetings also offer the chance to model and teach children pro-social ways to behave and to address concerns that the children may have in relation to learning or friendships.

#### PSHE

We follow the Cambridgeshire PSHE Service Personal Development Programme. PSHE is a highly valued area of the curriculum and is taught across all year groups on a regular basis, as well as through assemblies. These lessons include explicit teaching of pro-social behaviours and includes self-esteem and confidence building, thinking independently and making assessments of risk based on the children's own judgements. These sessions will also cover important issues such as bullying and online safety.

#### Reducing stress and anxiety

Children cannot learn if they are feeling stressed or anxious, so we children to regular opportunities to learn how to 'de-stress' across the curriculum e.g. learning outdoors including through Outdoor Adventure Activity time, opportunities for children to make choices about their learning and pursue their own interests and mindfulness activities.

Each classroom recognises prosocial behaviour by using:

Recognition/Award	Awarded For	Leads To
Verbal praise	Demonstration of prosocial choices/Bassingbourn Community Primary School values and effort.	Prosocial feelings through positive experiences.
House points	Demonstration of prosocial choices/Bassingbourn Community Primary School values and effort.	Prosocial feelings through positive experiences.
Parent contact	Demonstration of prosocial choices/Bassingbourn Community Primary School values and effort.	Prosocial feelings through positive experiences.
Class Trophy	Resilience or determination when working towards achieving an individual target. This award is nominated and chosen by the children within the class.	The child has a trophy on their desk (should they chose to) for the week.

### **Practical Steps in Managing and Modifying Difficult Behaviour**

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. The steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given time in between steps – allowing pupils the time and space to reset their behaviour. It is not possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their behaviour. **Staff in the vast majority of situations will deal with behaviour without delegating.**

## Classroom Flow Chart

### Prosocial Behaviours (Individuals)

Explicit verbal feedback of positive behaviour:

- award house points
- celebrate work with a chosen adult (*celebrate **attribute** demonstrated rather than outcome e.g. effort*)
- work printed to send home (*celebrate **attribute** demonstrated rather than outcome e.g. resilience*)
- whole class trophy awarded by peers

### Prosocial behaviour (class)

Explicit verbal feedback of positive behaviour:

- Additional playtime
- Chosen activity e.g. ~~lego~~, board games,
- Free art/crafts/coding lesson ~~lesson~~
- Mystery Reader

If all steps have been followed and behaviours escalate to dangerous behaviours (e.g. kicking, hitting, throwing large items) **call SLT immediately using red triangle, ensure child is safe, and evacuate class if necessary.**



### Antisocial / Difficult Behaviours

Ignore first sign of antisocial behaviour and praise prosocial behaviours demonstrated by others.



Non-verbal prompt e.g. a look.



Discrete verbal prompt and reminder of expectations.



Check in e.g. 'Are we ready to learn?'  
'What do you need to help you?'




Adjustments made for the child.



E.g. relocation to an appropriate room/working space, provide movement break etc.

Restorative conversation and/or logical consequence.





<b>Step 1</b>	<b>Ignore first sign of antisocial and praise Prosocial behaviour.</b>	We always combat antisocial behaviour by using three positives to one negative ratio. This is used to redirect the child and encourage them to demonstrate prosocial behaviour.
<b>Step 2</b>	<b>Non-verbal prompts</b>	A reminder of the expectations delivered privately and could simply be a look, point at the board/stimulus.
<b>Step 3</b>	<b>Discrete verbal prompt and reminder of expectations.</b>	Verbal prompt delivered privately (you could use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the natural (and/or educational) consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Refer to previous examples of good behaviour.
<b>Step 4</b>	<b>Check in. E.g. 'Are we ready to learn? What do you need to do to help you?'</b>	If the pupil still has not engaged, this is an opportunity check in and see if there is anything you have missed (e.g. haven't had breakfast, mum was late getting up and it's caused stress first thing in the morning). Make the pupil aware of their behaviour and clearly outline the natural (and/or educational) consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Refer to previous examples of prosocial behaviours.
<b>Step 5</b>	<b>Adjustments made for the child. E.g. relocation to an appropriate room/working space, provide movement breaks etc.</b>	At this point, the class teacher would made a further adaptation(s) for the child depending on their need and the teacher's assessment. This could be to work in an alternative space (as classroom is too busy/distracting, provide alternative manipulatives, a recordable whiteboard for writing.
<b>Step 6</b>	<b>Restorative conversation and/or logical consequence.</b>	At this time, the class teacher/ TA would use the 'restorative conversation mat' to guide staff/child through the sequence of events. The aim is for the child to drive the conversation (with prompts and careful questioning from staff). The child should be able to identify what the antisocial behaviour was, how it affected others, how they will restore the situation and what they would do differently. An logical consequence my be decided with the child. Team Leader/SENDSCO and Class Teacher may choose to meet with the parents and child and complete the CTT Early Prognosis Tool.
<b>Step 7</b>	<b>Formal Meeting</b>	For a very small number of children, additional support will needed and if, after all the above has been completed, the behaviour is still difficult or dangerous then SLT will work with staff to carry out Behaviour CTT Analysis and, if needed, an Individual Risk Reduction Plan.



## **Following a formal meeting:**

### Conference and Plan

If the day-to-day support put in place by school and parents is not successful, the Team Leader and SLT will then work with the Class Teacher to plan additional support that can be put in place. If a child has Special Educational Needs, the SENCO, should also be involved in this process. Specific examples are given below:

#### a.) Persistent difficult Behaviour

Sometimes, once steps 1-6 have been tried and given time to work, there is the need to devise specific responses to inappropriate, persistent difficult behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. The Behaviour steps within the flowchart can be explored at this point. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

#### b.) Pupils with SEMH concerns/SEND

Behaviour CTT strategies and tools will be used to analyse, identify and support the behaviour of children with additional needs experiencing difficulties. Class teachers, TAs, Pastoral staff, SLT and SENDCo work co-operatively to devise the best plans of action.

#### c.) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

See Anti Bullying Policy.

#### d.) Child on Child Abuse

Bassingbourn Community Primary School recognises that children sometimes display abusive behaviour themselves and to other children and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Safeguarding/Child protection policy for further details.

## **Recording, Reporting and Communication.**

We use CPOMS to record information about incidents. When recording on CPOMS staff must:

- Accurately record the date and time the incident took place.
- Accurately record the facts of the incident, describing the behaviour and recording the context (See Annex ‘Recording Guidance’)
- Record the Action taken:
  - Restorative Conversation/ (Class Teacher/Pastoral/Phase Leader/SLT/Headteacher)
  - Individual Support Plan followed
  - Individual Risk Assessment followed
  - Behaviour Review Meeting scheduled

- Complete the follow up box to detail the protective and educational consequences that have been put in place.

Staff must ensure they have checked that this child is not open to Early Help before making contact with parents. If a child is open to Early Help, staff will agree who will make contact – this could be the lead professional or the class teacher.

When speaking to parents, staff will use the same factual language that is used to record the incident and will provide details of the protective and educational consequences.

Where a child has been suspended (see Section 9), this will be confirmed in writing to the parents. A letter detailing the outcome of the reintegration meeting will also be sent to parents, following successful reintegration.

### Suspensions and Exclusions

When dealing with dangerous incidents, the following may occur, decided at the discretion of the Leadership Team in light of the circumstances:

- A period of time spent working outside of their normal classroom with parents/carers notified.
- If the serious incident persists, the Leadership Team may proceed with implementing an internal suspension. Parents/carers will be notified.

In addition, when pupils have received an internal suspension on more than one occasion, parents will be invited to meet with the Leadership Team to discuss appropriate next steps.

For those pupils who are demonstrating persistently challenging behaviour that is negatively impacting their own or other's learning:

- A member of Leadership Team will observe the pupil in class
- Cambridgeshire Therapeutic Thinking (CTT) behaviour plan will be followed. 'Roots and Fruits' document will be completed by the class teacher and SENCO. Anxiety mapping may be used.
- An individual risk reduction plan will be completed and shared with staff and parents.
- An Individual Behaviour Plan will be drawn up with the pupil, the parents/carers and the teacher.

For pupils with specifically identified needs, the teacher should follow the identified approaches suitable for that pupil as identified in their risk reduction plans or individual behaviour plan, alongside or in place of the approach outlined above. These approaches should be known to any staff working with that pupil.

In the incidence of children leaving the school premises without permission, staff should inform the headteacher and follow calmly at a distance. If the child does not return to the school site or is not able to be located **within 10 minutes**, their parents and the police will be called.

If there is no improvement after any of the measures outlined above, external suspension may be necessary (see below).

Only the Headteacher (or the acting Headteacher) has the power to externally suspend or permanently exclude a pupil from school.

A pupil may be:

- Suspended internally (for up to 5 days in total), during which time they have no contact with their own class or classmates and no access to the playground, extra-curricular or enrichment activities;
- Suspended externally for a fixed period or periods of up to 45 days in any school year;
- Excluded permanently.

Fixed period suspensions should normally be for short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the Local Authority.

A decision to suspend or exclude a pupil is taken only:

- in response to serious breaches of the school's behaviour policy;
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil, or of others in the school.

In most cases, a range of alternative strategies will be tried before suspending or excluding a pupil. However, a permanent exclusion can be given for a first offence, for example involving violence or for repeated incidences of unacceptable behaviour, but only when the Headteacher has had further opportunity to consider the case in question.

Headteachers are not legally bound to consult the parent before suspending or excluding a pupil, but the parents and pupil should be warned if suspension or exclusion becomes a likely prospect.

The decision to suspend or exclude is dependent on individual circumstances.

Once a pupil is suspended or excluded, the Headteacher must notify the parent immediately, ideally by telephone.

This should be followed up at once by a letter, setting out:

- the suspension period and the date and time when the pupil should return (for fixed period suspensions);
- for exclusions, the date from when the exclusion is effective;
- the reasons for the suspension or exclusion and the circumstances, including steps taken to avoid it;
- for exclusions, any relevant previous warning or disciplinary measures;
- arrangements for setting and marking work;
- the parent's right to make representations to the discipline committee, with details of how to make such representations;
- the parent's right of access to the child's school record.

Headteachers must also inform the governing body and the LA immediately of:

- all exclusions;
- suspensions that will mean a pupil misses more than five school days in a term or misses the chance to take any public examination.

The Headteacher may be required to give evidence to the discipline committee, which reviews suspensions and exclusions, and in the case of permanent exclusions, to an independent appeal panel.