

Behaviour Policy

Bushmead Primary School

September 2024



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1. Overview.

- Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times.

2. Shared Values

- All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Bushmead good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

Adults manage and influence behaviour using The Cambridgeshire Therapeutic Thinking, (CTT) strategies and tone; children are responsible for the choices they make.

3. Our Values

- At Bushmead we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:
- we meet and greet
- we ensure everyone is important
- we always follow up
- we teach routines
- we strip out the emotion
- we ensure our consequences are stepped
- we promote self-discipline
- **Our expectations for all members of Bushmead Primary School:**
- BE READY
- BE RESPECTFUL
- BE SAFE

4. Working with Parents and Carers

- Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.
- Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner.

Where appropriate parents will be given the opportunity to undertake the positive parenting course online with support from school staff.

- Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents may be asked in to school to help support the school in the management of their child's behaviour.

5. Systematically Consistent

- In our school we know the kind of behaviour we want everyone to show. We call this, 'The Ready, Respectful, Safe Way'. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.
- This way of behaving will be promoted at all times by staff and pupils.

READY to Learn:

We arrive at school on time.

We have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening and our minds are ready to try our very best.

RESPECTFUL:

We listen when others speak and we respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We respect that people may look different and have different needs but we all feel the same emotions.

We respect the law and the rules of school and society.

SAFE:

We move around school in a safe manner.

We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices in our community.

READY, RESPECTFUL, SAFE should be the school community mantra.

6. Positive Reinforcement, Responsibility and Reward

At Bushmead Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise
- CTT vocabulary
- positive recognition
- marking the moment
- positive postcards home
- positive phone calls home.
- Class teachers acknowledge out of school achievements during the school day.

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

7. Delivering Sanctions with Dignity.

Step one: Pre-emptive strategies

- A clear reminder about expectations linked to 'The Ready, Respectful, Safe Way'
- Use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.

Step two: The warning.

- A clear verbal warning related to Ready, Respectful, Safe directed at the child making them aware of their behaviour and clearly outlining the consequences.

Step three: The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences. This caution should be carried out quietly on a one to one basis.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.
- Follow all CTT training undertaken by behaviour leads during these steps.

Step Four

- If poor behaviour continues the child will need to be sent to the Phase leader for a 10 minute reflection on their behaviour and the consequences.

(See Appendix B).

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?

Step Five

- On the RARE occasions these steps are unsuccessful support will be provided by the SLT.

(See Appendix B).

- What happened?
 - What were you thinking at the time?
 - What have you thought since?
 - How did this make people feel?
 - Who has been affected?
-
- All incidents of reflection time are recorded on the class tracking sheet, which is forwarded, weekly, to the office. All incidents of reflection are then recorded on the schools SIMS system for further analysis.
 - If children are repeatedly reaching high level classroom sanctions senior leaders will support class teachers to create a Predict, Prevent, Progress plan. Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the plan with the full support of senior leaders.

On the RARE occasions these steps are unsuccessful support will be provided by the SLT.

Children on a Predict, Prevent, Progress Plan should still work through the steps but there may be adaptations on their plans specific to their needs.

(See Appendix C)

It is important to note that during this time the adult remains calm and follows the guidelines above.

8. Links to other Policies.

This policy links to our policies on:

Anti- Bullying

Attendance

Equality and Diversity

Exclusion

Mental Health and Wellbeing

SEND.

Appendix B-Staff Guidelines

BEHAVIOUR MANAGEMENT GUIDELINES FOR STAFF

These guidelines are based on the principle that all students and adults at Bushmead Primary School should be valued equally, respect the needs of others and promote a positive climate for learning. **Everyone** is asked to be “ready, respectful and safe”.

This outline of good practice is the way to good order; it can help you professionally as well as creating an atmosphere in which effective teaching and learning can take place.

Good behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

Act as a friendly adult, willing to show students where the boundaries of acceptable behaviour lie. If you can do this with both words and actions you can create appropriate relationships.

Do all you can to follow the 5 pillars of excellence:

- CONSISTENT, CALM adult behaviour
- First attention for BEST conduct
- Relentless ROUTINES
- SCRIPTING difficult interventions
- REFLECTIVE follow up using ‘The Restorative Five.’
- Greet and be greeted
- Speak and be spoken to – around school as well as in the classroom
- Smile and relate
- Communicate clearly using CTT training
- Expect to give and receive respect
- Treat everyone as an individual
- Set and expect high standards
- Apply rules firmly and fairly
- Model positive behaviour.

Do all you can to avoid:

- Humiliating – it breeds resentment
- Sarcasm - it damages you
- Over-reacting - the problem will grow
- Shouting - it diminishes you
- Blanket punishments - the innocent will resent them (as will their parents)
- Over-punishments - never punish what you cannot prove

- Audiences - the desire for a student to entertain to avoid embarrassment can exacerbate the problem.

Classroom practise is based on choices, chances, consequences and consistency. The system is designed to promote positive behaviours of being “ready, respectful and safe.”

Praise is the key to improving behaviour and staff should be aiming to giving out praise at least four times as often as consequences. Positive notes for students going “above and beyond” are provided and positive conversations/calls home are encouraged.

Staff should be using “soft” classroom management techniques to manage behaviour throughout the lesson.

Soft classroom management techniques include:

- Control the entrance to the room through meeting and greeting every individual
- Use a seating plan and enforce it – refuse requests to sit with friends
- Dress for the role – look the authority figure
- Model good behaviour – be polite and firm
- Have every resource students may need available to you – give them no excuses to either get out of their seats or avoid starting work
- Have an activity ready on the board or on desks as students enter the room
- Have class rules and enforce them consistently – e.g. coats off, equipment and visual timetable on desk where needed.
- Use an assertive tone but avoid shouting
- Don’t make empty threats
- Follow CTT training.

Appendix C- Cambridgeshire CTT Graduated Response.

(To be used in conjunction with Predict, prevent, progress plan.)



Therapeutic Thinking Graduated Response

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| Universal Behaviour Curriculum | <ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations. |
| Targeted Behaviour Policy | <ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis. |
| Targeted Plus Early Prognosis | <ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent. |
| Specialist Predict, Prevent & Progress | <ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan. |
| Specialist Plus Therapeutic Plan | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need. |

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