



## **The Bellbird Primary School Positive Behaviour Policy**

**All school staff have a responsibility to uphold this policy for the benefit of all children in our school.**

## Introduction

Our behaviour policy is based on an expectation that every child deserves the best possible start in life and the opportunity to 'soar to success'. Children at The Bellbird need support that enables them to fulfil their potential of pro-social (positive) behaviour and relationships within a secure, caring and inclusive environment. All staff and community members are asked to emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community.

At The Bellbird Primary School we model a positive atmosphere based on a sense of community and shared values where all stakeholders are given the opportunity to communicate effectively. Listening to each other is key so that all children (and adults) have the opportunity to develop socially, learn and enjoy community life.

### We will achieve this through:

- \*sharing clear expectations
- \*having a consistent approach including the promotion of our aims and motto by all stakeholders (appendix 1)
- \*teaching and modelling pro social behaviours and social skills and strategies including, but not exclusive to, PSHE (Personal, Social, Health, Education) lessons and wellbeing work
- \*the use of the Steps therapeutic approach to behaviour in all of our interactions (Cambridgeshire County Council adopted behaviour model)

## 1. Rights and responsibilities

At The Bellbird Primary School we recognise that all members of our community have rights and responsibilities. These rights and responsibilities are broadly outlined below;

### Staff and adults working in school (e.g. Governors, volunteers)

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• to be supported by peers and line managers</li> <li>• to be listened to</li> <li>• to share opinions</li> <li>• to be treated courteously by all others in the school community</li> <li>• to be made fully aware of the school's systems/policies/expectations</li> <li>• to receive appropriate training to increase skills in promoting pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• to ask for support when needed</li> <li>• to offer support to colleagues and managers</li> <li>• to listen to others</li> <li>• to give opinions in a constructive manner</li> <li>• to model courteous behaviour</li> <li>• to recognise and acknowledge pro-social behaviour in others</li> <li>• to seek information and use appropriate lines of communication</li> <li>• to follow school policies consistently</li> <li>• to support others in developing their skills in promoting pro-social behaviour</li> <li>• to acknowledge areas of own skills which could be developed</li> <li>• to try new approaches</li> <li>• to actively use and develop the school's Core Values</li> <li>• reward pro-social behaviour with a compliment or gratitude</li> </ul>

### Children

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• to be treated with respect</li> <li>• to be safe</li> <li>• to learn and develop (soar to success)</li> </ul>	<ul style="list-style-type: none"> <li>• to behave respectfully</li> <li>• to behave safely and responsibly</li> <li>• to attend school</li> </ul>

<ul style="list-style-type: none"> <li>• to make mistakes</li> <li>• to be listened to and heard</li> </ul>	<ul style="list-style-type: none"> <li>• to be willing to learn</li> <li>• to actively use and develop the school's Core Values</li> <li>• to allow others to learn</li> <li>• to be honest, including owning up to mistakes</li> <li>• to allow others to make mistakes</li> <li>• to give opinions in a constructive manner</li> <li>• to listen to others</li> </ul>
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### Parents/Carers

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• to be treated with respect</li> <li>• to be kept informed about their child's progress</li> <li>• to be listened to</li> <li>• to have access to information on the school's approach to behaviour and attendance</li> <li>• to have concerns taken seriously</li> <li>• to have opportunities to share their views</li> </ul>	<ul style="list-style-type: none"> <li>• to behave respectfully</li> <li>• to work in partnership with the school staff at The Bellbird Primary School and complete any home learning tasks or requirements to ensure their child is ready to learn</li> <li>• to make sure their child attends school, ready for learning</li> <li>• to talk to their child about what they do in school</li> <li>• to talk to teachers if they have any concerns about their child's learning or wellbeing</li> <li>• to actively listen to others</li> <li>• to read information shared and follow school protocols</li> <li>• to share concerns constructively</li> <li>• to actively use and develop the school's Core Values</li> </ul>

## 2. Promoting Pro-social behaviour

It is important that all school staff take and show responsibility for supporting and developing pro social behaviour and reducing anti social behaviour (see appendix 2 for when and how to escalate). This responsibility comes in two parts: modelling the pro social behaviours we want to see and dealing with anti social behaviours.

### Individual child level

- All children are seen as individuals whose strengths and differences are recognised and celebrated by staff  
*'Well done X, I know you found that hard but you thought about our whole class model and used your number line to help you. Good job.'*
- Systems are in place for noticing and drawing attention to pro-social and improved behaviour  
*'Z, that was such good thinking. You saw that there wasn't space in the line so you moved to a different place. Well done, good thinking.'*
- Where a child experiences difficulties in developing or sustaining pro-social behaviours we follow the guidelines as set out in the STEPS script (see section 5)  
*'X, I can see you are finding this hard. Let's take a break and plan our next steps.'*

### Classroom level

- Adults model controlled, nurturing and respectful verbal and non-verbal behaviours (eye contact in conversation, turn taking)
- Planning and teaching routinely incorporates activities designed to promote children's social skills and development of emotional wellbeing (reminders of how to take turns, children develop success criteria for positive partner work before a task)
- Appropriate behaviours are taught, modelled and reinforced on a regular basis (reminders may be modelled or referred to within a working wall)

- Children are taught the language of collaboration and cooperation, choices and consequences through the Core Values

*'X you are standing out for all the right reasons because you have really challenged yourself with your learning this morning. Great choice.'*

- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom, striving for equity
- There are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning (timetables, success criteria, working walls)
- There are Classroom Agreements, devised through our Core Values and from discussion with children (see appendix 1)

*'X you just did a great job of helping Y. Who can tell me which part of our class agreement X was putting into action?'*

- Pro-social behaviour is quickly noticed, explicitly praised and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with anti-social behaviour following the STEPS script (see section 3)

### Whole-school level

- All staff understand and demonstrate the school's behaviour expectations in line with our school aims and motto
- Positive out-of-class behaviour is promoted by agreed routines and clear systems (see section 4)
- Whole school/key stage and class assemblies, as well as PSHE sessions are used to develop children's social, emotional wellbeing and behavioural skills
- Pro-social behaviour in corridors, playgrounds, library and the school halls is celebrated

*'Thank you Robins, you are coming in to the lunch hall so calmly with your voices away. I can see you are ready for lunch. Great effort.'*

- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour (see section 3 and appendix 2)
- There are opportunities for staff to discuss and contribute to the development of systems underpinning pro-social behaviour
- Children are supported in using a restorative approach.

### Pro-social and anti-social behaviours

STEPS promotes pro-social behaviour and the management of difficult or dangerous behaviour (anti-social behaviour), with an understanding of what behaviour might be communicating. STEPS strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

Pro social Behaviours	Anti social Behaviours
Respect • Resilience • Empathy and Kindness • Aspiration • Creativity • Independence • Self-regulation • Readiness for learning • Reflectiveness • Resourcefulness • Responsibility • Attentiveness • A sense of right and wrong • Working co-operatively • Honesty and trustworthiness	• Racial harassment • Violence and aggression • Threatening behaviour including bullying • Dishonesty • Deliberate disobedience • Discrimination • Using unacceptable language • Deliberately damaging property • Disrupting teaching and learning • Taking things that do not belong to us • Not following whole school agreed expectations

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| <ul style="list-style-type: none"> <li>• Fairness</li> <li>• Politeness and good manners</li> <li>• Care for personal and others' property</li> <li>• Following instructions for your safety</li> </ul> |  |
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*Staff should reference this vocabulary when discussing behaviour with pupils where appropriate to the pupil's level of understanding.*

**Promotion and celebration of Pro-social Behaviours includes:**

All celebration, in whichever form is deemed appropriate (according to the pro social behaviour and the child's needs) should be a reward for effort and achievement. It should not be used to 'bribe' a child into doing or achieving something. The 'reward' should always come after the behaviour and adults should be verbally explicit about why the reward is being given. Adults should always be clear about what they expect and why in regards to pro-social behaviour so children understand the purpose of behaving in a certain way.

*'I need to see everyone with their eyes this way and their pencils down. This is so I know they are ready to listen to the next instruction. Great job X, Y, Z... You are showing me you are ready'*

**Pro-social Behaviour is celebrated in a variety of ways at The Bellbird including:**

- **Class strategy:** Each class may have it's own system of supporting and praising good choices that meet with the schools aims (social or academically based). This system can be created within the class but should be focused on celebrating and promoting success either individually or collectively. e.g. a marble jar which the class contribute to and when it is full the class choose a reward.  
*Use of public 'shaming strategies' such as the cloud are not appropriate as they are felt to promote static feelings of failure. Anti-social behaviour will be dealt with according to the STEPS SCRIPT.*
- **Team points:** Team points can be given by any member of school staff (feedback to the child's class teacher for recording) to a child who displays pro-social behaviour and choices according to time and place. These are added to a class total for each team and shared in Monday assembly by the Headteacher to maintain focus and aspiration. These points build over the year and build to include sports day where a winner is announced and collaboration as part of a team is encouraged and celebrated.
- **Headteacher's award:** A child who is sent to the Headteacher with excellent work or for an excellent attitude and pro-social behaviour. The Headteacher will take time to discuss with the child the reason for coming to them and give them a Headteacher's sticker as a prompt for further celebration. The Headteacher will ask the child to tell their parent/carer **why** they have been given this award.
- **Sticker chart stickers:** Stickers are given for pro social learning behaviours and added to each child's individual sticker chart. Children who complete their sticker chart can exchange it for a reading book as a celebration of their hard work, this is presented in celebration assembly on a Friday.
- **Bellbird superstars:** These are certificates that are awarded and presented weekly in celebration assembly on a Friday. Bellbird Superstars are given for either academic or pro-social achievements and are for sustained achievement over the week rather than in an isolated moment. Each class has two Bellbird superstars each week and they are chosen by the class teacher. The certificates are presented and shared in the assembly with the rest of the key stage/school congratulating the achievement.

Any of the above must only be given with a clear verbal explanation as to why the reward has been given. E.g. *'When you show adults at home your sticker make sure you tell them this is because you have kept trying your hardest to learn the column method and that hard work has paid off. You should feel very proud.'* or *'You have earned a team point because you were so helpful to your friend in showing them how to use their knife and fork. Great job!'* Adults should also, when possible link these behaviours to the school aims or positive feelings e.g. pride, happiness, joy associated with the effort put in.

Rewards should not be offered as a motivator to do something. E.g. *'If you do x then I will give you a sticker.'*

### 3. Management of anti-social behaviour: STEPS procedures



When the promotion of pro-social behaviour has not had the desired impact and anti-social behaviour is occurring, the following STEPS SCRIPT is used to manage anti-social behaviour:

#### \*De-escalation Strategies

These support children to manage their emotions and remove 'the heat' from the situation creating space and time. *(Volunteers can use part 1 but should seek support for any further educational and protective consequences from stage 2 onwards. They should always let the class teacher know of any conversations they have needed to have)*

- a. Use of the pupil's name
- b. A clear and calm reminder of the expectations for learners including pro-social behaviours and the core values
- c. Acknowledgement of their feelings
- d. Explain you are there to help
- e. Offer an opportunity to 'step away' from the situation and manage their emotions through a different scenario e.g. walk, time in a quiet, calm place, write or draw the problem

#### \*Management of Risk or harm

- a. Remove the child from the situation using a choice of exit strategies (a choice of two spaces which are safe and where an adult can take next steps to support)
- b. Remove the other children from the area if necessary (the above does not work or the anti-social behaviour is extreme enough to warrant this action)

#### \*Reflect, repair and restore

- a. A reminder of the expectations for learners including pro-social behaviours and the core values
- b. Use of protective consequences (e.g. limiting use of social spaces, completing work in own time, 2, 5 or 10 minutes of break time lost for restoration of time) See appendix 2 for further protective consequence examples
- c. Use of educational consequences e.g. alternative educational tasks or activities
- d. Individuals will be supported through restorative steps through an approach, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment e.g. social stories, apologies, making amends

Any of the above actions will be logged by the staff member on my concern. This serves to provide a record of the incident but also ensures any changes in behaviour are recorded and responded in the short or long term.

### 4. Parental involvement

Behaviour will be managed at all levels on a day-to-day basis in school using the approaches explained above. In cases of severe or persistent anti-social behaviour, parents will be informed and an action plan will be created, this may involve the use of support services external to school (e.g. SEND support, inclusion management team). Any plans and meetings or correspondence will be logged on my concern. School staff will share pro-social as well as anti-social behaviour with parents as is appropriate.

## **5. Fixed-term and permanent exclusions**

Only the Headteachers have the power to exclude a pupil from school. Any decision to exclude must be made in line with the principles explained in the DfE guidance and Education Act. The Headteachers may exclude a pupil for one or more fixed periods, for up to 45 days in a single academic year. The Headteachers may also exclude a pupil permanently. It is also possible for the Headteachers to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteachers exclude a pupil, they verbally inform the parents immediately, giving reasons for the exclusion. This is followed up with clear explanation in writing. At the same time, the Headteachers make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal in the exclusion letter. The Headteachers inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteachers. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. If the governing body's discipline committee uphold a permanent exclusion decision, then a parent can request the LA to arrange an independent review panel to be held within 15 school days of the request.

## **6. Monitoring**

The headteachers monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. All school staff are responsible for recording incidents relating to behaviour that need specific management and follow up on the school my concern system. Incidents of prejudice are also reported by the headteachers to the LA on the PRfE (Prejudice Reporting for Education) system. The headteachers keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and shares this information with Governors in the headteacher's report on a termly basis. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **7. Review**

The governing body and staff review this policy every 2 years. The governors may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.

**Adopted: October 2022**

**Review: October 2024**

## Appendix 1:

The school motto and aims are displayed in all classrooms and in the main school hall and playground. It should be referred to alongside specific references to pro social behaviour as identified by adults. *e.g. Well done x. You did a great job of looking after yourself by telling me you felt lonely. Let's go and talk to y to see how you can get involved in the game.*

**Our motto is:** "Soaring to Success"

**Our aims are:**

- Be yourself
- Express yourself
- Enjoy yourself
- Challenge yourself
- Work for each other (responsibility to help each other achieve)
- Look after yourself
- Learn for life

In addition to foster a sense of class community within the whole school structure. Each class will work together at the start of the academic year (September) to write and agree a Class Agreement. This will be developed with input from all adults and children in the class. Once complete it will be displayed and referred to positively and to point out pro social behaviour. The focus of the agreement will be on positives 'we will' rather than negatives 'we won't'. Re-enforcing pro social modelling and messages. Staff and children will be encouraged to refer to it to build a pro social community.

## Appendix 2

Table for behaviour escalation

<b>Adults will model pro social behaviours in all interactions with children and staff. Pro social behaviour will be identified and explicitly praised to highlight good choices and to support positive feelings associated with these choices. Adults will point out and praise pro social behaviour as much as is possible without disruption to learning. Adults will look to identify pro social behaviours in all children, across the school day. Protective consequences are given appropriate to the behaviours displayed by the child.</b>					
<b>Dealing with and accessing support for dealing with anti social behaviour</b>	<i>Any member of school staff who witnesses behaviour or a child brings the problem to them</i>	<i>Escalation to the child's class teacher</i>	<i>Escalation to SMT (key stage lead)</i>	<i>Escalation to SLT (SENDCO, Deputy Head or Head teacher)</i>	
Low level anti social behaviour	Use the STEPS SCRIPT within the policy. If this is successful no further action needed at this time.	If the child does not respond to the educational choices given or if this is an ongoing issue that the class teacher needs to be aware of. CT to log on my concern.	If the child is repeating the same behaviours regularly and they are not responding to the educational choices given. Depending on the details of the behaviour parents may be informed at this stage with details of what has	If despite escalation and educational choices the child is still make the same anti-social choices and further support is therefore needed to address the behaviour. Depending on the details of the behaviour parents may be informed at	



			been agreed to move forward. Log on my concern.	this stage with details of what has been agreed to move forward. Log on my concern.	<p><b><i>After any incident, if you need to, speak to the class teacher or key stage lead about the anti-social behaviour, the action you took and the outcome to help you manage future incidents.</i></b></p> <p><b><i>Ask yourself: What did I do well? What could I have done better? What have I learnt from helping this child?</i></b></p>
Persistent (over more than a day) anti social behaviour or behaviour that is disruptive to the smooth running of lunch or break time	Use the STEPS SCRIPT within the policy. Follow up as detailed in columns to the right.	Class teacher needs to be informed and incident logged on my concern. Class teacher should follow up with the pupil giving educational choices and expectations. Depending on the details of the behaviour parents may be informed at this stage with details of what has been agreed to move forward.	If the child is repeating the same behaviours regularly and they are not responding to the educational choices given. Parents would be informed at this stage and details of what has been agreed to move forwards would be shared. Log on my concern.	If despite escalation and educational choices the child is still make the same anti-social choices and further support is therefore needed to address the behaviour. Parents would be updated at this stage and details of what has been agreed to move forwards would be shared. Log on my concern.	
Behaviour that is immediately a safeguarding risk or is endangering the safety of the child, other children or adults	Use the STEPS SCRIPT within the policy. Access additional support asking someone to get CT/SMT or SLT member. Stay present and calmly repeat what needs to happen. Physical intervention should only take place if the child is harming themselves or others.	Use the STEPS SCRIPT to continue to deescalate the anti-social behaviour until the situation is safe or SMT/SLT are present. Meet with SMT/SLT (and parents) to discuss plan to restore and reflect on what protective and educational consequences may need to be put in place. Ensure all actions are logged on my concern.	Use the STEPS SCRIPT to continue to deescalate the anti-social behaviour until the situation is safe. Meet with SLT (and parents) to discuss plan to restore and reflect on what protective and educational consequences may need to be put in place. Ensure all actions are logged on my concern.	Use the STEPS SCRIPT to continue to deescalate the anti-social behaviour until the situation is safe. Meet with team around the child (and parents) to discuss plan to restore and reflect on what protective and educational consequences may need to be put in place. Consider involvement of external professionals as needed. Ensure all actions are logged on my concern.	
Volunteers should always seek support when dealing with anti-social behaviour. They can however use the parts one of the STEPS SCRIPT to address any low level anti-social behaviours. They should always share any action with the class teacher who can take any further steps as necessary to support the volunteer.					

