



**ODST**  
Oxford Diocesan  
Schools Trust

# Bampton CE Primary School and Nursery

*Learning together with Respect, Friendship and Perseverance*



## *School Vision Statement*

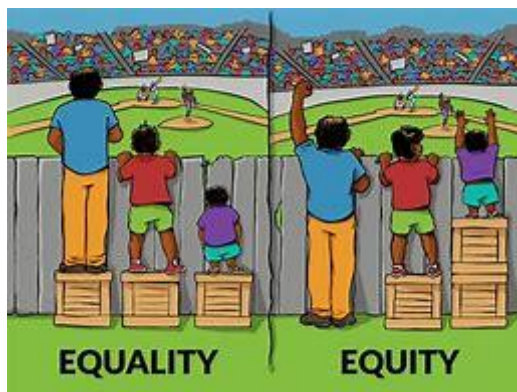
*We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.*

<b>Title of Policy</b>	<b>Behaviour Policy</b>
<b>Date Adopted by the Governing Body</b>	<b>September 2023</b>
<b>Review Date</b>	<b>September 2025</b>
<b>Signed by the Chair of Governors</b>	

This policy and our practice have been hugely inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017),

***"Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need"***

Paul Dix, 'When the adults change, everything changes' (2017)



*Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)*

## 1. Policy statement

At Bampton CE Primary School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with members of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children, whilst also considering individual needs, and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

Bampton CE Primary School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of Respect, Perseverance and Friendship, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

## 2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.

- To build a community which values kindness, care, good humour, good temper, and empathy for others whilst promoting British Values.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.

### 3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

#### Our Three Rules

## READY, RESPECTFUL, SAFE

*Children are praised publicly and reprimanded in private.*

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

For example, they might be expanded as follows:

- Be ready
  - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- Be respectful
  - I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.
- Be safe
  - I will be kind and look after myself and others, following appropriate instructions from adults.

#### Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

#### Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- **Wonderful Walking** models and promotes quiet and sensible walking around the school site and when out and about in the community or on school trips.
- **Legendary Line-Ups** supports orderly lining up when required. For example; at the end of playtime, going into the hall for lunch or assemblies.
- **Hand Up** signals the member of staff needs children to be still, quiet and ready to listen. This can include a quick two claps prior to raising an arm, particularly in a noisy or busy environment.

### **Teaching staff**

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use verbal and/or visible recognition mechanism throughout every session.
- Be calm and give 'take up time' when going through the restorative steps.
- Follow up every time, retain ownership and engage in restorative dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

### **Lunchtime and playtime supervision**

- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Use verbal and/or visible recognition mechanism throughout every session.
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- Follow up every time, retain ownership and engage in restorative dialogue with learners.
- Never ignore or walk past learners who are behaving badly

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around the school.

### **Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

### **Above and Beyond Recognition**

Children will be recognised for their good behaviour.

#### **1) Recognition Boards**

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that session. The aim should always be for the whole class to get on the board in order to create the

feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on for recognition in that session.

## **2) Positive Postcards**

All Staff will engage in recognising positive behaviours by sending home a **Positive Postcard** noting which behaviours are being recognised. (These are available for each class, wrap around provision and clubs, lunchtimes and school wide).

## **3) Positive Message Home**

Positive messages will be sent home either via Class Dojo or by telephone, on a regular basis by teaching staff, other support staff and members of SLT to inform parents of good behaviour.

## **Managing behaviour**

### **Classroom/teaching space**

Engagement with learning is always the primary aim. Ensure classrooms are fully inclusive and allow support for academic success. Check the child's internal learning environment is regulated and ready to engage in learning. These needs must be addressed in order to effectively manage behaviours for learning. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will take responsibility for dealing with behaviour calmly and without delegating. Staff will use the steps in behaviour for dealing with unacceptable conduct.

#### **1. First verbal reminder**

This stage makes explicit the expectation.

*"I am expecting you to.....(not talk when I am talking, etc)"*

*"It was the rule about....(walking safely round school) that you broke then"*

*"This behaviour is stopping learning. What do you need to behave safely?"*

#### **2. Second verbal reminder**

This stage makes explicit the expectation followed by the natural consequence.

*"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"*

*"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"*

*"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this."*

#### **3. Implement consequence highlighted in the second stage**

#### **4. If behaviour was repeated again**

*"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"*

## **Get out line**

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

## **Unsafe behaviours or behaviours that hurt with intent**

Sometimes a behaviour will be considered "high level" because it is undertaken with deliberate intent to hurt another person. In the event of a high-level behaviour immediate action needs to be taken to reinstate safety for all. High level behaviours are physical or verbal intent to harm. Senior Leaders will be involved immediately to support further actions that need to be taken. Consequences will be put in place to support keeping others safe and may include missing a playtime, removal from class, or in extreme cases, exclusion. These incidents will then be followed up using a restorative approach and support put in place to seek improvements in behaviour choices. Advice or further support from external agencies will be sought as required.

**Only the headteacher can make the decision to suspend or exclude a child. See Exclusion Policy for more details.**

## **Further support if required**

At Bampton CE Primary School we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that each child is unique and therefore sometimes this can be different for different child depending on their specific needs. Some children may need individual behaviour plans to support their social and emotional needs.

## **Do not describe the child's behaviour to other adults in front of the child**

### **Process of Restorative Approach**

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

### **EYFS and Key Stage 1**

- What's happened?
- Who has been hurt and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

### **Key Stage 2**

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?

- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to all parents will be given when a child has been harmed. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

## **Appendix A**

### **A model of positivity - tweaking teaching to transform trouble**

- Check your non-verbal communication – does your body language mirror positivity?
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going ‘above and beyond’ expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make regular positive phone calls home.
- Send out regular positive notes home.
- Write down your praise and reinforcement; mark the moment and ‘anchor’ the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don’t let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can’t.

### **Habits of adults who manage behaviour well:**

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
  - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
  - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
  - They keep their emotion for when it is most appreciated by the learners.

### **Non-verbal skills/attitudes that work with more challenging behaviours:**

- Showing humility.
- Changing anger to shades of disappointment.
- Be neutral and non- confrontational.
- Give clear cues when switching from the formal to the informal, from relaxed to business like.
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up.
- Patiently giving without ever expecting to receive.
- Showing empathy balanced with a determination to help the learner succeed.
- Earning respect not expecting it.



- Never laying your relationship on the line on a behaviour issue.
- Keeping your promises.
- At times ignoring defensive behaviours in the moment but not forgetting.
- Commitment to building an appropriate relationship.
- Refusing to listen to the doubters and moaners; refusing to give up on any learner.

### **Assertiveness**

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies. Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

## Appendix B

### Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

#### How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

#### Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

**Calmly and gently repeat the line you have been interrupted in.** This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. **Or...**

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

## Appendix C

### PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

#### 1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

#### 2. THE LEGAL POSITION

##### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible.

Schools do not require parental consent to use reasonable force on a pupil.

#### 3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave
- prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.