

Balcombe C E (C) School



Behaviour Policy

Adopted by Governors: September 22

Reviewed: October 23, May 25,
May 26

Next Review: May 27

Statement of intent

At Balcombe CE Primary School, behaviour is underpinned by our whole-school approach, “**Brilliant Behaviour at Balcombe.**” - see Appendix A

At Balcombe CE Primary School, we believe that excellent behaviour is built through strong relationships, clear expectations and a shared commitment to recognising and celebrating positive choices. We place a strong emphasis on promoting and reinforcing positive behaviour so that all pupils feel valued, safe and ready to learn.

We expect all members of our school community to be **Ready, Respectful and Safe**, and we explicitly teach, model and celebrate these behaviours in all aspects of school life.

Our approach is rooted in our Christian values, promoting forgiveness, reconciliation and the opportunity for a fresh start. Through *Brilliant Behaviour at Balcombe*, we aim to:

- Provide clear, consistent expectations for all pupils
- Explicitly teach behaviours needed for successful learning
- Create a calm, purposeful and safe environment
- Promote positive relationships built on mutual respect
- Recognise and celebrate excellent behaviour
- Support pupils to reflect on and improve their behaviour choices

All behaviour systems, rewards and consequences within this policy are aligned with and driven by the **Brilliant Behaviour at Balcombe model**.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, adverse childhood experiences or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

This policy operates in conjunction with our school values and the following school policies:

- Code of Conduct

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Permanent Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Mental Health and wellbeing Policy
- Mobile phone policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture of calm, dignity and high expectations
- Monitoring implementation and effectiveness
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The day-to-day implementation of this policy.
- Ensure consistent application across the school
- Lead implementation and monitoring
- Set and maintain high expectations
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, to determine the strategic development of behaviour and Mental Health and wellbeing policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and Mental Health and wellbeing policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Modelling **Ready, Respectful, Safe** behaviours
- Applying the behaviour framework consistently
- Promoting a calm, supportive learning environment
- Identifying and supporting pupils with additional needs
- Use clear, consistent language when addressing behaviour
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class, including facilitating a Growth Mindset in all pupils.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Modelling **Ready, Respectful, Safe** behaviours
- Applying the behaviour framework consistently
- Promoting a calm, supportive learning environment
- Identify and supporting pupils with additional needs
- Use clear, consistent language when addressing behaviour

Pupils will be responsible for:

- Take responsibility for their behaviour
- Follow the **Ready, Respectful, Safe** expectations
- Report concerns to staff

Parents will be responsible for:

- Support the school's behaviour expectations
- Work in partnership with the school
- Inform the school of any changes affecting behaviour

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Using the Brilliant Behaviour at Balcombe approach, staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Through the use of CPOMS, class teachers will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call or meeting with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Graduated Response to Behaviour

Our response follows the **Brilliant Behaviour at Balcombe approach**:

1. Redirection / Reminder

- Gentle encouragement
- Reminder of **Ready, Respectful, Safe** expectations

2. Warning

- Clear verbal warning
- Behaviour and consequence explained

3. Time In

- Reflection time with an adult
- Opportunity to calm, reset and reflect

4. Time with Senior Leader

- For repeated or serious behaviour

This approach prioritises:

- Reflection
- Restoration
- Positive behaviour change

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the action taken may start on a higher step i.e., 'time with a senior leader'.

Following repeated incidents of serious unacceptable behaviour, the following sanctions may be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Permanent Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Permanent Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, mental health needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and other staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Engaging with parents
- Providing mentoring and coaching from the Learning Mentor
- Short-term behaviour reports/ targets
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive behaviour is explicitly taught through the **Brilliant Behaviour at Balcombe framework**.

Pupils are taught what it means to be:

- **Ready** – focused, prepared and engaged
- **Respectful** – kind, polite and considerate
- **Safe** – making good choices and following guidance

Staff reinforce these expectations through:

- Consistent language
- Modelling behaviour
- Explicit teaching in lessons and assemblies

This ensures pupils understand what good behaviour looks like in all contexts.

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Praise and Rewards

We actively celebrate **Brilliant Behaviour**. Staff recognise and reward pupils who demonstrate being **Ready, Respectful and Safe**.

Rewards include:

- Verbal praise
- Team points
- Celebration assemblies
- Communication with parents
- Stickers and recognition
- Headteacher awards
- Positions of responsibility

Rewards are:

- Immediate
- Consistent
- Fair
- Linked directly to behaviour

Please see parental letter regarding rewards in Appendix B

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Clear, short timeframe targets
- Catch me cards
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

De-escalation strategies

Where less than good behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer on peer sexual abuse and discrimination are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils – Be ready, respectful and safe.
- Establish agreed rewards and positive reinforcements.
- Reinforce sanctions for misbehaviour in line with the graduated response.
- Encourage respect and development of positive relationships.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Behaviour outside of school premises

We expect the same high standards of behaviour during breakfast club and after-school clubs as we do during the school day. Pupils should represent the school positively at all times, particularly when wearing school uniform.

The school may apply sanctions for misbehaviour outside of the school premises, including online behaviour, where a pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in a school-related activity
- Otherwise identifiable as a pupil of the school

Parents should be aware that the school may apply the same sanctions for bullying or non-criminal misbehaviour outside of school as would be applied if the behaviour took place on the school site.

In all cases, incidents will be investigated carefully and sanctions, where appropriate, will be applied when the pupil is back in school or under the supervision of a member of staff.

Where behaviour raises a safeguarding concern, this will be addressed in line with the school's Safeguarding and Child Protection Policy, and referrals will be made to external agencies where appropriate.

Monitoring and review

The school monitors behaviour through:

- Incident records
- Attendance and exclusion data
- Feedback from staff, pupils and parents

This policy is reviewed annually by the Headteacher and Governors.

Appendix A- Brilliant Behaviour at Balcombe



Brilliant Behaviour at Balcombe

Ready, Respectful, Safe

READY	RESPECTFUL	SAFE
<ul style="list-style-type: none"> • Ready to learn • Positive attitude • Have the correct equipment for lessons • Focus well in lessons • Try hard and do my best • Be a 5 Star Listener 	<ul style="list-style-type: none"> • Listen carefully • Speak politely • Act kindly • Respect myself by knowing that mistakes are part of learning • Respect other children and the adults • Be a positive role model 	<ul style="list-style-type: none"> • Follow instructions from all staff • Move calmly and sensibly around school • Be kind and gentle with words and actions • Keep the school tidy

How many team points can you earn for showing these brilliant behaviours?

What happens when behaviour is less than good?

REDIRECTION/REMINDER

Gentle encouragement, a 'nudge' in the right direction.
A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.

WARNING

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.

"TIME IN"

This is a chance to reflect upon behaviour and choices
"Time in" consists of staying with an adult during break time/lunchtime, children may be asked to reflect on their choices or undertake tasks. This is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

TIME WITH A SENIOR LEADER

This is to be used when behaviour choices are very poor or when earlier steps have not been successful

Be the best that you can be!

Appendix B- parental letter about rewards

Dear Parents/Carers,

We are excited to share with you some positive updates regarding our approach to behaviour, designed to further celebrate and encourage the wonderful conduct we see from our pupils every day.

Celebrating Positive Behaviour

- We have seen many examples of kindness, respect, and responsibility throughout the school, from helping friends in the playground to showing determination and hard work in class. Our school governors reported: 'Classrooms observed demonstrated a calm and purposeful learning environment with pupils engaged and focused on their learning activities, displaying positive attitudes throughout.'
- Dr Justin Smith (our school improvement partner) wrote in a recent report: 'Behaviour at Balcombe was judged Outstanding at the last Ofsted inspection and continues to be a strength. The next step is to use the reward system more explicitly to strengthen behaviours that embed pupils' love of learning and their sustained engagement.'
- Our focus this term will, therefore, be on recognising and celebrating these positive behaviours, making sure every child feels valued for their contributions to our school community.

Introducing our new online behaviour tool

To help us highlight and reward positive behaviour, and engage and motivate our pupils, we will soon be launching a new online tool that allows classes to:

- Record and reward positive actions as they happen.
- Track and count team points automatically with a visual display that can be shared with children in class on the interactive whiteboard.
- Link rewards to our existing school teams, creating a sense of shared achievement.

How the new system works

- **Weekly Class Rewards:** classes that collectively reach the required number of team-points by the end of the week will receive a class reward of 'Golden Time' (in class free-choice time).
- **Individual Rewards:** children can earn team-points for their positive behaviours such as those outlined on the Brilliant Behaviour poster (below) and these are counted up by the online system. As their totals accrue, they can personally earn bronze (20+ team points), silver (30+ team points), gold (40+ team points), and platinum 'badges' (75+ team points). These 'badges' appear, once achieved, beside pupil names on the class team-point homepage. Then there is the very special diamond badge (120+ team points); for this high achievement a real badge will be awarded.
- **Team Rewards:** All class points contribute to their wider team totals. At the end of each half term, the team with the most points will enjoy a special team reward.

- **Celebration Assembly Updates:** Every Friday in our celebration assembly, we will share the leader board graph showing the current team scores so all children can see how their efforts are adding up—our very own 'scores on the doors'! We will also award any diamond badges and celebrate our top three team point scorers in each team at the end of the half-term.

Please have a look at our new behaviour poster which we will be sharing with the children. This makes clear to the whole school community the kinds of behaviour we are encouraging and rewarding under the headings 'Ready, Respectful and Safe'.

We wanted the poster to be clear and easily understood by all pupils so we asked children their opinion. Here are a few positive comments they made in response to the poster:

"Follow the guidance of 'Ready, Respectful and Safe' to do what is right and good. If you do it, the school will be a better place." (Year 6 pupil)

"I like that it tells us how to behave." (Year 2 pupil)

"It tells us to be the best that you can be." (Year 2 pupil)

"It makes me feel better because I know what happens when behaviour is less than good...you know the consequences." (Year 6 pupil)

Of course, children were also very insightful about improvements we could make to the poster, especially around the language we used. Taking on board this feedback, we changed some words to help make it accessible for all our pupils.

Thank you for your continued support in helping us create a positive, inclusive, and happy environment for all our children.

Best wishes,

Ben Turney
Headteacher
Balcombe CofE Primary School