



Bassingbourn

Community Primary School

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Behaviour Policy

This policy was ratified on: 19th September 2024

Implemented on: 19th September 2024

Review date: September 2025

Our behaviour policy is based on the expectation that all children will **'Be respectful'** and **'Be safe'** to enable them to positively engage with an environment that enables everyone to thrive.

This will be achieved through a **consistent approach** to managing behaviour and through the development of positive relationships that promote equality, diversity and inclusivity in line with the [Equality Act 2010](#).

This policy is based on the [Cambridgeshire Therapeutic Thinking \(CTT\)](#) strategy, which is a therapeutic approach to behaviour management. CTT is the preferred strategy within Cambridgeshire and all staff at the school have received CTT training.

Definitions of Behaviour

At Bassingbourn Primary School, we aim to support pupils to develop the valued behaviours that allow all members of the community to thrive in a safe and purposeful learning environment. We understand that everyone makes mistakes from time to time and support pupils to rectify any detrimental behaviours.

In line with CTT, we define behaviour as either valued or detrimental (difficult/dangerous):

- **Valued:** behaviour that is positive, helpful and intended to promote social acceptance. Behaviour characterised by a concern for the rights, feelings and welfare of others. Behaviour that benefits other people or society.
- **Difficult Detrimental:** behaviour that disrupts the learning of others. Behaviour that causes temporary upset to others.
- **Dangerous Detrimental:** behaviour that causes harm to an individual, the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of others.

Roles and Responsibilities

Governors are responsible for:

- Ensuring the school adheres to the governing body principles of behaviour management through its policies and practices.
- Ensuring the school complies with equality legislation.
- Monitoring the frequency and pattern of any behaviour incidents and the actions taken by the school to address these.

The Headteacher, with support from the rest of the Senior Leadership Team (SLT), is responsible for:

- Ensuring that all staff are aware of their responsibilities in relation to behaviour management.
- Providing training for staff in the CTT approach to ensure policies and procedures are adhered to.
- Overseeing the successful implementation of 'risk reduction plans' for pupils who need additional support, including pupils with SEND and vulnerable pupils.
- Ensuring there are effective systems in place for recording and reporting behaviour incidents.
- Ensuring that all behaviour incidents are dealt with effectively and that staff and pupils receive appropriate support.
- Reporting prejudice-related incidents, suspensions and exclusions to the governing body and Local Authority.
- Setting and monitoring equality objectives in partnership with the governing body and other school leaders.

Staff members are responsible for:

- Complying with school policies and procedures, using the flow chart to respond to valued and detrimental behaviours (see appendix).
- Attending and implementing staff training.
- Seeking to understand the 'root cause' of behaviour and referring to the pastoral and or/safeguarding team as needed.
- Modelling respectful behaviour, with unconditional positive regard for all pupils.
- Working with other staff and parents/carers to support pupils with their behaviour, as needed.
- Reporting incidents when they occur in a timely manner.

Parents and carers will:

- Support the school by modelling and encouraging our values, '**Be caring. Be resilient. Be excellent.**' and behaviour expectations, '**Be respectful. Be safe**'.

- 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 appendix).

Child on Child Abuse

At Bassingbourn Primary, we recognise that some pupils may display abusive behaviours towards one another, including sexual harassment and/or violence. Where this happens, incidents or allegations must be referred to the deputy headteacher or headteacher immediately to ensure appropriate support and intervention is put in place for both parties.

Suspension and Permanent Exclusion

Only the headteacher has the authority to issue a fixed-term suspension or permanent exclusion. Suspension and exclusion will only be used as a last resort and the headteacher will be guided by [Department for Education \(DfE\)](#) and [Cambridgeshire County Council advice](#) on all suspensions and permanent exclusions. The Chair of Governors will be informed if either of these sanctions are used.

Physical Intervention and Restraint

All members of staff are aware of the regulations regarding the use of reasonable force by school staff, as set out in [Use of Reasonable Force in Schools: Advice for Headteachers, Staff and Governing Bodies](#) (DfE, 2013).

In line with the school's code of conduct policy and Safeguarding and Child Protection Policy, staff must never use force as a punishment for behaviour. They may however need to intervene physically to restrain a child if they are in danger of hurting themselves or to prevent injury to another child. Use of reasonable force will only ever be used **as a last resort**, and this will always be reported to parents/carers and recorded on the school's safeguarding system (MyConcern).

The actions that staff will take in these circumstances are in line with government guidelines on the restraint of children (DfE, 2013). All staff members are trained in the CTT approaches, which focus on de-escalation strategies and restoration.

Searching Pupils

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent: parental permission or pre-notification is not required. However, **only the headteacher, or a member of staff authorised by the headteacher**, can carry out a search. Staff are also permitted to examine data files held on personal devices during a search, with the authorisation of the headteacher.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (e.g. vapes, lighters etc.)
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to school property.

Searching and screening of pupils is conducted in line with the guidance [Searching, Screening and Confiscation: Advice for Schools](#) (DfE, 2022).

Pupils with Special Educational Needs and/or Disabilities (SEND)

This policy may need to be modified to meet the needs of a pupil with SEND. We refer to this as a 'reasonable adjustment'. Adjustments to the behaviour policy will be made in consultation with the SENDCo, headteacher and class teacher. The SENDCo may need to liaise with external agencies, where necessary and may implement strategies such as risk reduction plans, temporary part-time timetables, alternative provision and sensory/movement breaks.

Complaints and Appeals

Parents/carers have a right to appeal against a decision made by the school. Parents/carers should refer to the school's Complaints Policy.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of detrimental behaviour through MyConcern, including suspension and permanent exclusion. All suspensions and permanent exclusions are reported to the Local Authority.

Any incidents of prejudice-related bullying, racism or other forms of discrimination are reported to the Local Authority.

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.

Review

This policy will be reviewed every year by the Senior Leadership Team and the Full Governing Body. This policy may be reviewed at any point during this period following new government regulations.

Appendix 1 – Recognition and Reward

Recognition

We systematically recognise pupils who demonstrate our school values, '**Be caring. Be resilient. Be excellent.**' and our behaviour expectations, '**Be respectful. Be safe.**'

All staff do this through:

- Verbal and non-verbal praise (specific to the identified learning behaviour).
- Whole school House Point system.

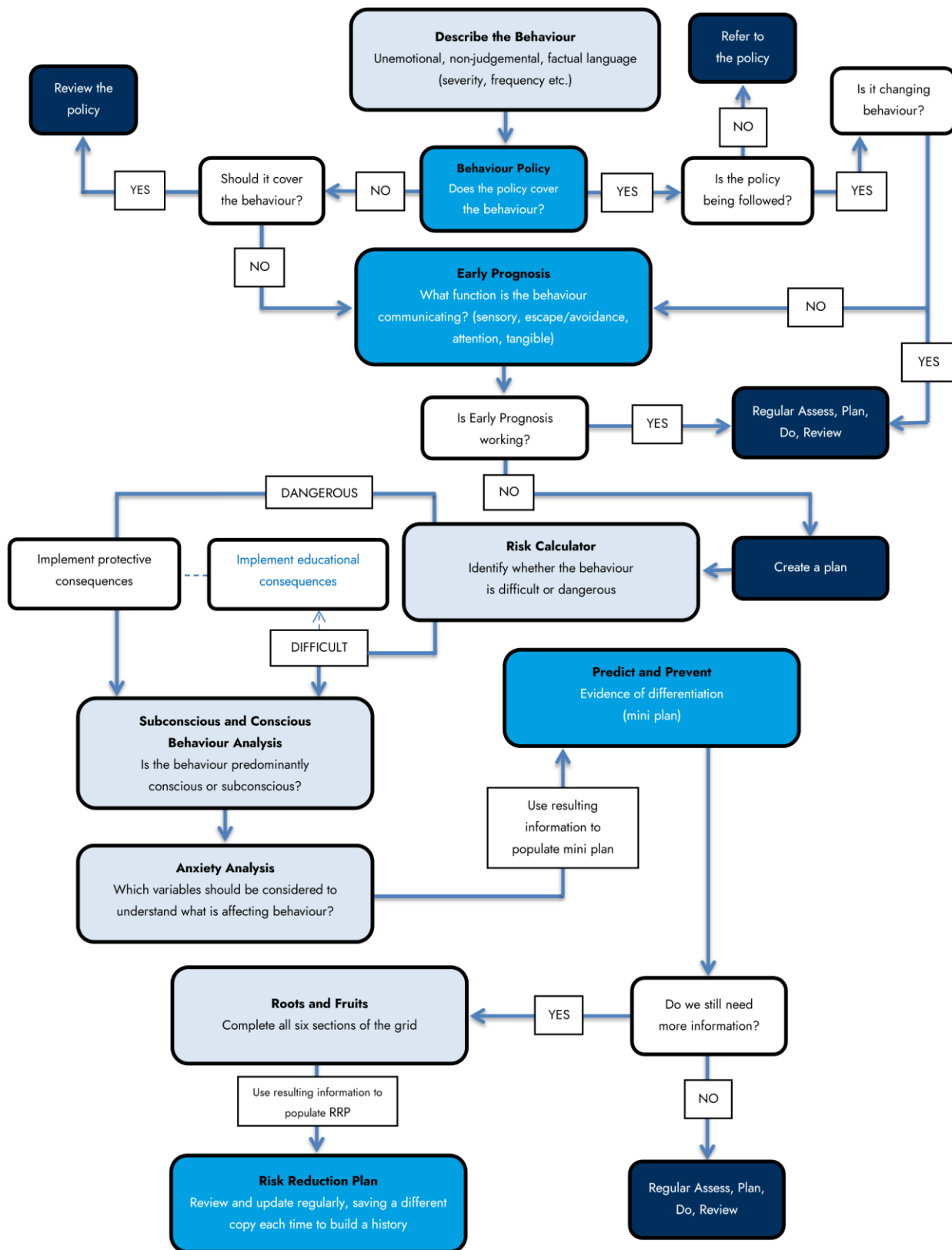
Reward

We reward pupils whose efforts go 'above and beyond' linked to our school values.

Rewards include:

- Positive phone calls home/at collection.
- Certificates and stickers through weekly celebration assemblies (one child per class).
- Headteacher certificates and stickers through weekly celebration assemblies (one child per class linked to a half termly value).
- Lunchtime stickers

Appendix 2 – CTT Flowchart



The school

We will do our best to:

- Provide a safe, caring and healthy environment in which to work.
- Encourage children to achieve high standards of work and behaviour.
- Meet the individual needs of children.
- Inform parents of their children's progress and aspects of the curriculum they will be covering.
- Encourage children to have a healthy lifestyle.
- Encourage children to respect themselves and each other by being thoughtful, kind and caring.
- Listen openly to children and parents' concerns over their children.
- Teach our children about equality, fairness, anti-bullying and racism and their role in the wider community.
- Demonstrate that every single member of the school community is a learner.
- Foster an ethos and culture of togetherness.
- Ensure that all members of our community treat ourselves, others and the planet with respect.
- Value everyone's well-being.
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Headteacher signature:



The pupils

I will do my best to:

- Always wear school uniform.
- Bring required equipment on the appropriate days (e.g. PE kit, musical instrument, swimming kit).
- Respect the school environment at all times.
- Treat other pupils with respect and kindness.
- Hand homework in complete and on time.
- Do work I am proud of.
- Choose to behave well.
- Listen to and respect all members of staff, they are there to help.



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Pupil signature:

Parents/Carers

I/We will do my/our best to:

- See that my/our child's attendance and punctuality is good.
- Ensure my/our child has all the equipment needed for school.
- Support my/our child with homework tasks.
- See that my/our child wears the school uniform.
- Encourage my/our child to be well behaved and follow the behaviour policy.
- Work in partnership with the school to achieve the best for my/our child.
- Attend parents' evenings and discussions about my/our child's progress.
- Let the school know about any change of circumstances.
- Encourage my/our child to be independent.
- Ensure careful and considerate car parking at the school entrances and in the surrounding residential areas.
- Treat all members of staff with courtesy and respect.
- Follow the school's communication policy.

Parent signature:

Appendix 4 – Flow Chart for Behaviour Response

Valued 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*)

Valued Behaviours (Class)

Explicit verbal feedback of positive behaviour:

- Additional playtime
- Chosen activity e.g. Lego, board games
- Free art/crafts/coding lesson etc.

If all steps have been followed and behaviours escalate to dangerous behaviours (e.g. kicking, hitting, throwing large items) **call SLT and ensure the child is safe.**

Evacuate the class, if necessary.

Detrimental Behaviours

Step 1: Gentle encouragement/guidance – a 'nudge' in the right direction.

Non-verbal.



Step 2: A reminder of the school behaviour expectations.



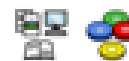
Step 3: Discrete verbal prompt and reminder of expectations, using the 30s scripts.



Step 4: Two minutes removed from break/play time for a restorative conversation/reflection on behaviours.



Step 5: Adjustments made for the child.




E.g. relocation to an appropriate room/working space.

Parents informed.

Step 6: If restorative conversation and/or logical consequences have little impact, a formal meeting with the headteacher.

Parents to be informed and asked to attend.


Appendix 5 - Consequences
Steps to Success



Step 1	Redirection	Gentle encouragement/ guidance – a ‘nudge’ in the right direction.
Step 2	Reminder	A reminder of our school rules (respectful and safe); delivered privately and using the 30-second script for consistency. <i>This does not mean taking the pupil out of the room.</i> Give ‘take up time’ and remind the pupil that they have a choice to modify their behaviour.
Step 3	Last Chance	Verbal caution delivered privately and using the 30-second script. Clearly outline the consequence if the behaviour is not modified. Give the pupil a final opportunity to behave. Offer a positive choice to do so and refer to previous examples of their valued behaviour.
Step 4	Timed Owed	If the pupil still does not engage, use the 30-second script. Attach ‘now you owe me two minutes during break/lunchtime.’ These two minutes cannot be removed or reduced. If this happens in the afternoon, these two minutes are paid back during the break of the next school day. During this step, boundaries are reset through as restorative conversation and a ‘fresh start’ given for the next session. The pupil is supported to reflect on their behaviour through a restorative conversation. The pupil is reminded of previous examples of their valued behaviour.
Step 5	Internal Referral	Work will be completed in an alternative location for one lesson only. The parent/ carer must be informed by the class teacher and this must be recorded on MyConcern as a behaviour incident. This must be followed up with a restorative conversation with the class teacher/staff member.
Step 6	Formal Meeting	If behaviour is consistently poor as identified through analysis of internal referrals, there will be a formal meeting with the headteacher and the class teacher. There will then be agreed targets that will be monitored over a two-week period. Parents/carers will be informed at this stage and asked to attend the meeting.

Appendix 6 – Consequences (30-second scripts)



30-second scripts should be delivered privately, where possible, and in a calm manner using the child's name and at the child's level. The message should be delivered, and the staff member should then move away from the pupil to give 'take up time' (time to modify their behaviour).

	Step 1	Redirection	<i>Use of a non-verbal cue</i>
	Step 2	Reminder	<i>I noticed you chose to... (noticed behaviour). This is a reminder that we need to be (ready/ respectful/ safe). You now have the chance to make a better choice by... Thank you for listening.</i>
	Step 3	Last Chance	<i>I noticed you chose to... (noticed behaviour). This is the third time I have spoken to you. Think carefully about your next step. I know that you can make good choices (give example of recent Valued behaviour). Thank you for listening/ I'm glad we had this conversation.</i>
	Step 4	Time Owed	<i>I noticed you chose to... (noticed behaviour). You had at least four opportunities to make better choices. You now owe me two minutes at (break/lunch/the end of the day).</i>
	Step 5	Internal Referral	<i>I noticed you chose to... (noticed behaviour). You need to go to... (partner classroom/AHT/DHT/HT). I will come and speak to you in three minutes.</i>



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 <p>Be respectful.</p>	 <p>Be safe.</p>
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Our Approach	‘Over and Above’
<ul style="list-style-type: none"> • Nurture positive relationships • Model our values • Listen • Praise, recognise and reward positive choices 	<ul style="list-style-type: none"> • Consistently exhibiting our school values • Positively impacting the wider school community

Steps to Success	30 Second Script	Restorative Questions
<ul style="list-style-type: none"> • Step 1: Redirection • Step 2: Reminder • Step 3: Last Chance • Step 4: Time Owed • Step 5: Internal Referral • Step 6: Formal Meeting 	<p>‘I noticed you chose to...’</p> <p>‘This is a reminder that we need to be (ready/ respectful/ safe).’</p> <p>‘You now have the chance to make a better choice by...’</p> <p>‘Thank you for listening.’</p>	<ul style="list-style-type: none"> • What’s happened? • What were you thinking/feeling? • Who has been affected? • What needs to happen to put it right? • Next time I could... • How do you feel now?