



'Every Child, Every Day: To Learn, To Love To Laugh To Pray
"Love is what holds everything together in perfect unity" (Colossians 3:14a)
Bishops Cannings Church of England (Aided) Primary School

BEHAVIOUR POLICY

Reviewed: September 2025 For review: September 2026

Leading Staff on this Policy: Miss. C Vardy, Headteacher,
SLT

Bishops Cannings Primary School and Pre-School is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

School Vision: Every Child, Every Day: To Learn, To Love, To Laugh, To Pray

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special Educational Needs and Disability (SEND) Code of Practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Staff Behaviour Policy
- Health and Safety
- SEND policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

The OFSTED Inspection of June 2023 judged behaviour in the school as good. At Bishops Cannings we live by the Christian teaching that love is the value that holds everything together. We know that effective learning is most likely to occur when children enjoy a safe and happy environment. With this in mind, we support a positive approach to behaviour management at our school. We celebrate success, reward good behaviour and have clear rules with fair sanctions that are suitable for each age group so that all learners enjoy and achieve and make a positive contribution to the school and the wider community.

At Bishops Cannings School we foster a Christian attitude which creates the type of atmosphere that encourages all children to develop a caring and responsible approach towards others. Acceptable behaviour is made explicit so that pupils know the difference between right and wrong. Self-discipline is promoted inside and outside of school. We promote a Christian culture of respect for others through PSHE lessons, recognising and celebrating differences between people and ensuring pupils are well prepared for life in a diverse pluralistic society.

How do we do this?

We believe in encouraging children to take responsibility for managing good behaviour and we do this through positive behaviour management strategies and using the language of choice, helping children learn that choices made can have positive or negative consequences which link into the school's Golden Rule – 'Treat people the way you would like to be treated'. A School Council, made up of representatives from classes, also meets regularly to put forward ideas and to review and discuss topical issues allowing a child's voice to be heard when making decisions on behaviour.

Each class has its own agreed rules which the class teacher constructs with the children at the start of each academic year. Golden Leaves are given out each week, recognising children who have shown one of the 6 values the school holds as key attributes for positive development: Perseverance, Generosity, Thankfulness, Wisdom, Aspiration and Graciousness-values that are linked to the school Bible Story of Joseph.

Mandatory Procedures

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on children at Bishops Cannings. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- their interactions with children about behaviour focus always on:
 - behaviours that are helpful for the child more than those that are not
 - what is happening now and expected in the future more than about the past
 - signs of change more than indicators of stuckness
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

The following points are the sentiments the school's staff foster in children. The school's principles of behaviour are:

1. Everyone will act with courtesy and consideration to others at all times. Bullying, fighting, racism and sexism will not be tolerated.
2. Move gently and quietly about the school.
3. You keep the school clean and tidy and you have respect for the school's environment and do not cause any damage.
4. Out of school, walking locally or with a school group, you always remember that your reputation and that of the school depend on the way you behave.

Rewards

- Children are rewarded with house points for good behaviour, learning skills or demonstrating our school values.
- House points go towards a collective score which is then used to calculate a total amount of money that the school donates to the relative local House charity and these receive a donation from the school when their representing house wins.
- Alongside the house point system it may be appropriate to use a whole class strategy such as a marble jar or star chart. Marbles, Star of the week, table stars and stickers are awarded for good behaviour. When an agreed total is reached the class can enjoy a special treat. This will be a strategy mainly for KS1 classes, but may also be suitable for those who have children with additional SEN requirements.

Our School Values

All our behaviour strategies are underpinned by the School's Values with links to the Bible verse "Love is what holds everything together in perfect unity" Colossian's 13 (12-14) and this is what we instil in our children. The school's golden values are visible in the hall and are constantly picked up in collective worship.

British Values

Through our work across the curriculum, we also ensure that children are taught and understand the British Values of: Democracy, The rule of law, Individual liberty, mutual respect and tolerance of different faiths and beliefs.

Sanctions

Everyone has the right to feel safe and secure in the school environment and not to have their learning or teaching unreasonably interrupted. Rules are agreed with the whole class and need to be adhered to by everyone to ensure that this is the case. Breaking clear and agreed rules is the choice of an individual and it is made clear that when this happens, it is the behaviour which is unacceptable and not the child displaying it.

Each class has a traffic light system in place that allows the children a clear visual reminder of when their behaviour needs to be addressed.

Green- after a verbal reminder, a poor choice has been made and the child needs to focus on the task of the lesson.

Yellow- the child is still not focusing on the task and is distracting others.

(Children can remove their names from Green and Yellow if they make good choices. They may also be given time out of the class to reflect and regroup on their choices)

Red- The child has refused to alter their behaviour in class. Their behaviour has impacted others and a Red Card will be sent home to parents.

- A Red Card will be issued if the child, after several reminders, refuses to alter their behaviour. If a child is given a red card a letter will be sent home to parents asking them to discuss their child's behaviour. Parents are asked to sign to acknowledge receipt of this. This letter is used to log red cards and will be monitored by the headteacher. If a child's name appears in the log on a regular basis, parents will be called in to speak to the headteacher and class teacher to agree a way forward.
- There may be times when a child is given an "instant red card". This will involve the child being removed from the class without being given a warning. Reasons for this could be violence towards a member of the school, shouting at adults or swearing. The child will be sent to the headteacher and parents informed by telephone and a letter. If the school has to use a consequence to sanction a child we expect parents to support the actions of the school.
- With all serious incidents the head teacher and or teacher will see the parents as soon as possible.
- If there is no improvement it may be necessary to implement an Individual Behaviour Plan which will be agreed with the child, his/her parents and the teacher. The SENCO may be involved. Outside agencies may need to be contacted e.g. Behaviour Support Team, Social Services, Health Services, or LA. If necessary the Behaviour Support Service will be contacted.

Taking all this into consideration, we also know that some of our SEN pupils will need to be treated differently in order to help them access the learning of the class. For these children, class teachers will assess the best methods and strategies in order to enable these children to engage successfully with the learning. These may be in the guise of suggestions made from outside agencies or the SENCo. We are aware that the children with SEN at our school may need different ways to support their behaviour, and will always look for ways and methods to ensure good practice and progression is made.

Routines

To encourage a calm, safe and happy environment we have set routines for playtimes and lunchtimes. During all break times, children are expected to respect the supervision of ALL adults.

Outside – children stand still and are silent on the first whistle and then each class is called to line up with their teacher/ teaching assistant present. Teamwork is encouraged and children work together to focus on standing quietly ready for learning.

Child-on-child abuse

All staff are aware that safeguarding issues can manifest themselves via peer-to-peer abuse. This is most likely to include, but may not be limited to

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Suspension and exclusion

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the child and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

Recording incidents

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child, including any time a child reaches red.

See below for a list of significant incidents that would be logged (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name-calling or bullying

- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations, there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Playtimes 10.10 - 10.25 / 10:30 -10:45

Classes are separate into KS1 and KS2 at break times as we have noticed a significant decrease in behaviour issues during these times since making the change.

Lunchtimes

The pupils eat lunch in 2 sittings.

Children are expected to eat in a civilised manner and to display good table manners and also respect the supervision of all adults – whoever they are.

We use our school values to promote calm and orderly lunchtimes. From starting in reception, children learn about the expectations within the hall. The lights are turned out to get children's attention to share any messages/ updates. We encourage the class to work together when adults are talking to all children together in the hall. If classes do not follow these expectations, opportunities will be taken at lunch, break and sometimes in lesson time to practice these skills.

MDSAs

MDSAs meet regularly with the headteacher to discuss issues and receive training. This time is paid for from the School budget.

We believe behaviour management is a partnership between parents and school. We aim to encourage parents, staff and children to work together to make our school a secure, caring and happy place in which to work.

Monitoring and Evaluation

Behaviour issues are recorded to see if there are any patterns. Where a pattern is spotted, parents are informed and invited to discuss with the headteacher/deputy headteacher. Records are kept securely on file. If there is a very serious behaviour issue, the Headteacher will report this to governors in a termly report.

Pupil and Parent Questionnaires provide feedback on the school's behaviour policy. Issues are acted upon where necessary. Circle Time, pupil interview and School Council meetings provide feedback from the children.

The behaviour policy and BC52 Anti Bullying policy are reviewed formally according to the SIP timetable.

This policy should be considered as flexible so that should a child with a particular need require additional support beyond this policy, then an individual programme can be arranged. This will be regarded as an inclusive measure.

Signed

Chair of Governors

Date
