

Bishop Martin C.E. Primary School



'Learning Together, Growing in Faith'

'Let your light shine before others, that they may see your good deeds' (Matthew 5:16).

'The Bishop Martin BRIGHT Way, we all shine together' Behaviour Policy

September 2025

Review Date: September 2027

Vision and Values

Our school motto statement '**Learning Together, Growing in Faith**' is underpinned by the gospel saying '**May Your Light Shine Before Others So They May See Your Good Deeds**' (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, its meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



Rationale

In line with our Christian foundation and agreed school values, Bishop Martin C. of E. Primary School believes every child has the right to learn in a safe, caring and supportive environment. High standards of behaviour are central to our vision, enabling all members of our community to flourish. We recognise that promoting positive behaviour is a shared responsibility between pupils, staff and parents, and we work in partnership to ensure expectations are clear, consistent and fair.

Our approach is rooted in respect, nurture and encouragement, creating an ethos where all children are inspired and empowered to thrive academically, socially and spiritually. We are committed to ensuring that behaviour systems are inclusive, safeguard pupil wellbeing, and make reasonable adjustments for children with additional needs.

The purpose of this policy is to set out how our Christian school fosters positive behaviour, supports children to make the right choices, and outlines the graduated responses that will be applied when expectations are not met.

Introduction

All members of the Bishop Martin community share a collective responsibility for promoting and maintaining high standards of behaviour, demonstrated through our actions and attitudes in line with our core Christian values. To support this, we have developed our behaviour curriculum, known as *The Bishop Martin BRIGHT Way – we all shine together*.

This framework sets out the expectations, routines and behaviours that are explicitly taught to pupils and consistently reinforced by all staff. The BRIGHT Way underpins a culture of respect, responsibility and kindness, enabling children to thrive in their learning and relationships. By setting clear standards of conduct, work and respect, we aim to develop pupils' character and prepare them to become considerate, responsible and appreciative individuals who treat others as they themselves would wish to be treated.

Teaching the Behaviour Curriculum

The Behaviour Curriculum is reviewed and explicitly taught during the first week of the autumn term alongside National Curriculum subjects. Pupils are expected to learn and apply the content so that they can recall expectations and act upon them independently. At the start of each half term the curriculum is revisited and reinforced, and it continues to be embedded daily across the year.

As with other areas of learning, behaviour is taught through explicit instruction, regular practice and retrieval activities to strengthen retention. All staff model the behaviours consistently and provide pupils with frequent opportunities to practise them in different contexts. For example, lining up may be taught in the classroom but must also be rehearsed in other settings such as lunchtime or playtime.

In line with Tom Bennett's *Running the Room*, our process for teaching behaviour follows four key steps:

1. Identify the routines to be established.
2. Communicate expectations with clarity and precision.
3. Practise the routines until they become automatic.
4. Reinforce, monitor and maintain the routines consistently.

All staff are responsible for knowing and teaching the details of the Behaviour Curriculum and for maintaining the high standards we set. Through this consistent approach, we create a culture where pupils feel safe, included and ready to learn, and where teachers are free to teach without disruption.

Adaptations

The Behaviour Curriculum is designed for all pupils but is applied with sensitivity and professional judgement according to pupils' ages, stages of development and individual needs. Where pupils have special educational needs and disabilities (SEND), including those with neurodiverse conditions, reasonable adjustments are made in line with the Equality Act 2010. Adaptations may include flexibility in how expectations are communicated or demonstrated, taking account of sensory sensitivities, processing needs or social communication differences. For example, some pupils may find sustained eye contact uncomfortable, and alternative ways of showing attention and respect will be recognised. Staff are expected to apply the curriculum with empathy and understanding, ensuring that every child can engage, succeed and flourish within our community.

The Bishop Martin BRIGHT Way, we all shine together – Curriculum for Behaviour

The Behaviour Curriculum is taught in depth during summer transition and throughout the first half of the autumn term, then revisited frequently and reinforced across the year. Pupils are expected to know, recall and apply this content so that it becomes embedded in their daily conduct and interactions.

To support consistency, all staff use Read Write Inc classroom management techniques, including silent signals. These universally taught cues allow staff to gain attention and manage transitions quickly and calmly in any setting — lessons, assemblies or worship. This ensures a common language of behaviour across the school and maximises learning time.

Our school rules are encapsulated in the BRIGHT Way. Each strand represents a principle for positive whole-school behaviour, which is explicitly taught, practised and modelled:

Be ready to learn

Respect for everyone

Inclusion is key

Good manners always

Haven of safety

Take responsibility

Below details the expectations of each of these principles:

Be ready to learn

We will:

- Sit calmly and showing they are ready to listen.
- Focus on the teacher, speaker or task.
- Keeping hands free (no equipment in hands unless being used).
- Sit up with good posture in their chair or on the carpet.
- Listen carefully and giving full attention when the teacher is talking or modelling.
- Work hard on tasks and showing perseverance, even when things feel challenging.
- Be in the right place at the right time.
- Come to school in the correct uniform and with the right equipment.
- Be ready to work respectfully with a partner or group when asked.

Respect for Everyone

We will:

- Use polite language, including “please,” “thank you,” and greetings.
- Hold doors open and show consideration for everyone in the school.
- Speak kindly to each other, using respectful language when making requests or giving feedback.
- Listen carefully to others without interrupting, and show appreciation for their contributions.
- Work cooperatively as part of a team and value everyone’s ideas.
- Build on or challenge ideas politely and respectfully.
- Accept responsibility for mistakes, apologise when needed, and make amends.
- Take care of our own workspace, tidy up after ourselves, and respect shared equipment and spaces.
- Value differences, including other people’s beliefs, cultures, opinions, and abilities.

Inclusion is key

We will:

- Celebrate that we are all different and unique, and recognise that these differences are positive.
- Accept and value differences in others, including beliefs, abilities, and experiences.
- Treat everyone with respect, regardless of their differences.
- Be sensitive to the fact that some people may behave differently or have different needs.
- Support and encourage each other, especially when facing challenges.
- Work collaboratively with everyone, even if they are not our friends.
- Ensure that no one feels uncomfortable, excluded, or left out.

Good manners always

We will:

- Be polite and respectful when speaking to adults and children.
- Use formal greetings such as “Good morning/afternoon Mr/Mrs/Miss” when appropriate.
- Say “please” when requesting something and “thank you” to show gratitude.
- Say “excuse me” when passing others or if someone is in the way.
- Ask polite questions or make courteous conversation, e.g., “How are you today?” or “Did you have a good weekend?”
- Give eye contact to the person they are speaking to, with adaptations made when required.
- Tidy up after ourselves, including tucking chairs under tables.
- Recognise that using good manners encourages positive and polite interactions in return.

Haven of safety

We will:

- Move safely and sensibly around the school at all times.
- Play responsibly with equipment and put it away correctly after use.
- Sit safely on chairs with feet on the floor and maintain personal space.
- Keep our hands and feet to ourselves and use kind words at all times.
- Avoid play-fighting or any behaviour that could cause harm.
- Follow agreed signals, such as Team Stop or 1-2-3 line up, promptly.
- Understand that safe movement around the school protects everyone and prevents disruption to learning.
- Engage in games and sports in a friendly, non-competitive manner, showing respect for all participants.
- Recognise that not following these expectations may result in appropriate consequences, consistently applied.

Take responsibility

We will:

Good Listening

- Sit attentively and maintain good posture.
- Listen without interrupting and track the speaker.
- Give the speaker our full attention.
- Follow non-verbal signals (e.g., Hand Stop, 1-2-3, Talk Partner) promptly.
- Understand that good listening helps everyone learn without distractions.

Responsible Working

- Present work carefully, following the school’s Presentation Policy, including dates and underlined titles.
- Use agreed conventions in maths (e.g., ‘one square, one digit’).
- Correct mistakes neatly and always try our best in all subjects.
- Follow classroom routines for handing out and collecting books, equipment, and personal belongings.
- Keep the classroom calm and quiet so everyone can learn.
- Speak clearly and confidently when sharing answers, usually in full sentences, and raise hands when seeking support.
- Take care of school resources and understand that deliberate damage has consequences.
- Follow all routines for entering the classroom and preparing for learning, including knowing where to sit.

Sensible Walking

- Line up in single file, facing forwards, keeping hands by our sides.
- Walk at a steady pace, maintaining spacing and following the person in front.
- Walk silently and attentively around the school, including entering and exiting worship or assemblies.
- Pause and wait for adults when crossing corridors or doors.

Playground Behaviour and Supervision

All staff responsible for supervising children on the playground should circulate actively, providing support and guidance to ensure positive, safe, and inclusive play. Staff should pay particular attention to pupils who may require additional support and intervene proactively to prevent unsafe or inappropriate behaviour. Where possible, adults should organise or join in games to promote engagement, teamwork, and inclusive play. Children are not permitted to return to the school building during playtimes unless accompanied by an adult.

The Blue Zone on the junior yard must always have a designated adult supervising children. All staff are responsible for knowing and enforcing playground behaviour expectations and their supervision duties, as detailed in Appendix 1.

By modelling positive behaviour, maintaining vigilant supervision, and supporting children to play safely and inclusively, staff help ensure a calm and secure playground environment where all pupils can enjoy and benefit from break times.

Start and End of the Day Routines

There are clear expectations for the start and end of the day, these are to be followed by the children under the supervision of staff. (Appendix 2)

Whole School Rewards

Our rewards system recognises and celebrates positive behaviours and achievements across the school. It is designed to motivate pupils, reinforce the BRIGHT Behaviour Curriculum, and promote a culture where everyone—staff and pupils—can shine.

Shine Bright

Children who consistently follow the BRIGHT behaviour expectations all week will have their name entered into a class raffle, drawn on Friday afternoon. Two winners per class will automatically gain five Dojo Points each.

Shine Brighter

Children who consistently go above and beyond the BRIGHT expectations and act as positive role models for others will be recognised as ‘Shining Brighter’ in our Lamp Light system. These pupils demonstrate:

- **Excellent** behaviour
- **Radiating** light and guiding others

Children who ‘Shine Brighter’ will receive a special reward at the end of each half term, alongside peers recognised in the same way. Examples of rewards include craft sessions, baking, or practical games. One of our Pupil Leadership Teams, The BRIGHT Squad helps choose appropriate activities, and these sessions are coordinated by Miss McKnight and Mrs Hewitt.

Dojo Points

All pupils have an individual avatar on the Dojo online platform. Dojo points are awarded for:

- Demonstrating positive behaviours in line with the BRIGHT curriculum
- Excellent work, effort, or progress

Children earn certificates and rewards when reaching milestones in increments of 25 points. Milestone rewards are selected by members of our BRIGHT Squad, with input from pupils in class. Dojo rewards are reviewed each term to maintain engagement and relevance. Teachers may also set **whole-class targets**, with collaborative rewards such as additional break time, parachute games, or iPad sessions.

Awards

At the end of each term, children are recognised and celebrated for their achievements and for living out the principles of our Behaviour Curriculum and school values:

- **BRIGHT Award** – One child per class is awarded the BRIGHT Award during our Shine Together Worship. This certificate represents our whole school rules and Behaviour Curriculum and is given to children who consistently live out these expectations in all aspects of school life.
- **Values Award** – In addition, one child per class receives a Values Award, chosen by teachers and support staff, to celebrate pupils who consistently embody the school's Christian values in their actions and attitudes each day.
- **Starlight Award** – Each half term, one child per class will receive the Starlight Award. This award recognises the child as a whole, celebrating their character, effort, and contribution to school life, both in and out of the classroom.
- **Senior Leadership Team Awards** – Members of the Senior Leadership Team also present awards at the end of each term. These may be in recognition of curriculum achievements, outstanding representation of school values, or exceptional positive behaviour.

Parents are invited to attend the Shine Together Worship where these awards are celebrated as part of our whole school community.

Whole School Consequences

To promote the highest standards of behaviour outlined in this policy, we follow a whole-school system of consequences designed to support children in reflecting on their choices and taking responsibility for their actions. Our approach encourages pupils to understand the impact of their behaviour on themselves and others, and to make positive choices moving forward.

We use the Shine Bright behaviour system, which ensures all pupils—from Nursery to Year 6 have the opportunity to correct their own behaviour and restore positive relationships. Adaptations are made in the Early Years Foundation Stage to reflect children's developmental needs, including visual cues, adult support, and simplified steps.

In each classroom, a Lighthouse display represents the step system for managing behaviour. All children start their day in the top section, where the lamp emits its light, representing 'Shine Bright'. At this stage, children demonstrate their ability to follow the BRIGHT behaviour curriculum and live by the words:

*'Let your light shine before others, that they may see
your good deeds'*

(Matthew 5:16)

If children are not following our whole school rules and values outlined in the behaviour policy the following steps must be followed:

Steps	Actions
	In the first instance, before the steps - Non-Verbal Warning. (This might be a look or a hand signal or gesture to the child to indicate that the adult has observed the child not following the rules set by the school and needs a Non-Verbal reminder to get back on task.)
Step 1	Verbal Warning. If the child's behaviour continues, there will be a consequence. At this stage the Pupil's name is moved down the Lighthouse (1). The pupil is moved back to 'Shining Brightly' if they make the right choice and show the teacher the correct attitude.
Step 2	Consequence. (The adult will explain to the child that they will have to miss some or all of their playtime to reflect upon their actions. The Pupil's name is moved further down the Lighthouse (2), and moved back once the consequence is complete.
Step 3	Repeated Consequence – to be logged on CPOMs. If the child's behaviour continues, there will be a consequence during the second play over lunchtime, at this stage support the child to complete a Restorative Conversation Log – Appendix 3 (to be scanned and added to CPOMs). If the incident is deemed more serious, the child will spend their lunchtime with a member of the Senior Leadership Team. (If this happens, children will be given time outside for fresh air.) The Pupil's name is moved further down the Lighthouse (3), and moved back once the consequence is complete.
Step 4	Removal from Class. If the child's behaviour continues, or if a child's behaviour is deemed more serious, the child will spend a period of time completing their work in another class or work from the Reflection Space. The length of time will be agreed with the behaviour lead and parents will be informed. The Pupil's name is moved further down the Lighthouse (4), and moved back once the consequence is complete

Reflection Space

At times, children may find it difficult to stay safe in the classroom for themselves or for others. This may include children with special educational needs and disabilities (SEND), who may need extra time and support to manage their emotions or behaviour.

When this happens, children may be supported to spend some time in our Reflection Space.

The Reflection Space is a calm, comfortable area where children can feel safe, take time to calm down, and think about what has happened. Staff will support children at their own level of understanding, helping them reflect on their choices and feel ready to return to learning in a positive way.

Notes for Application of Consequences

- Teachers are expected to record significant behaviour incidents in the class behaviour record and share relevant information with senior leaders or colleagues when necessary, for example, if a pupil is required to miss part of their playtime.

- Teachers should keep parents informed about their child's behaviour regularly. Any discussions regarding concerns should be conducted discreetly, tactfully, and privately, focusing on supporting the child to make positive choices.
- Teachers are also expected to communicate promptly with senior leaders about ongoing behaviour concerns to ensure consistency and support.
- No list of sanctions can address every situation; staff must use professional judgment to respond appropriately, while remaining consistent with the school's BRIGHT behaviour expectations and values.

This approach ensures that sanctions are applied fairly, consistently, and constructively, promoting reflection, responsibility, and positive behavioural change.

Beyond 'Shine Bright'

If a child receives a repeated consequence three or more times within a short period, this will be considered Beyond 'Shine Bright', and the following steps will be taken:

1. Initial Discussion and Planning

- The child will meet with the class teacher and key stage lead/behaviour lead to discuss their behaviour and agree a plan for improvement.
- This discussion will be logged on CPOMS.
- For repeatedly disruptive behaviours, the class teacher will use the A-B-C Model (Appendix 4) to record and analyse patterns of behaviour.

2. Parental Involvement and Individual Behaviour Plan (IBP)

- If behaviour does not improve, parents will be contacted and invited to meet with the class teacher to discuss concerns.
- An Individual Behaviour Plan (IBP) will be created to set realistic, achievable targets, and may include a daily report card to support monitoring and progress.
- All interventions and outcomes will be recorded on CPOMS.

3. Review and Further Support

- If there is still no improvement, parents will meet with the class teacher and key stage/behaviour lead to review and adjust the IBP.
- Additional strategies may be introduced as required, with a formal review after two weeks to assess progress and plan next steps.

4. Exceptional Circumstances

- In cases of persistent or serious behaviour concerns, the school may consider fixed-term suspension or permanent exclusion in line with statutory guidance.

This structured approach ensures that **all children are supported to understand and reflect on their behaviour**, while maintaining high standards and safeguarding a positive learning environment.

Suspension / Fixed-Term Exclusion

Bishop Martin CE Primary School has no desire to exclude a child, and suspension is only ever considered as a last resort. In very rare cases, a pupil may be given a fixed-term exclusion, usually for three days, with a maximum of five consecutive days, and no more than 45 days in a single academic year, in line with statutory guidance. Before any exclusion is considered, all other strategies outlined in this behaviour policy will be exhausted. Following a fixed-term exclusion, the school will support the child's reintegration, helping them manage their behaviour and reflect on their choices in line with the BRIGHT behaviour curriculum.

Permanent Exclusion

Permanent exclusion is only considered once all other graduated strategies outlined in this policy have been explored and exhausted, including the use of external support. It is always regarded as an absolute last resort, in line with Local Authority policy and statutory guidance.

In exceptionally rare cases where permanent exclusion is required, the child will be referred to the Governor's Pupil Disciplinary Committee. The membership of this committee is reviewed annually at the Governor's Business Meeting each September. The Local Authority will determine the timescales and format for the committee meeting, which will be conducted in accordance with statutory guidance.

When processing exclusions or suspensions the school will ALWAYS follow Local Authority procedures which can be found here: <https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/?page=1>

Preventing Bullying

This section is expanded more fully in the school's Anti-Bullying Policy. Bullying is wholly unacceptable at Bishop Martin CE Primary School and is treated very seriously by all members of staff. While it is very difficult to eradicate bullying completely in any school, at Bishop Martin we do everything in our power to ensure that all children who attend school feel safe and secure.

Power to use reasonable force- searching, positive handling, physical intervention:

Searching Pupils

We have a duty of care to all pupils in our school. This means that we balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

The 'best interests' of the child is always our primary consideration. [Keeping Children Safe in Education](#) (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

We also consider that all pupils have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by our school is always justified and proportionate.

We will only search a pupil if we have good reason to, and we always take into consideration that it could infringe upon their wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- Impact on a pupil's dignity or reputation if they are searched or suspected of possessing prohibited items

We are always vigilant towards possible biases affecting decisions to carry out our escalate searches. We use any data from our records of searches to see if any groups are disproportionately subject to searches. ***Any searches or confiscations are treated as a safeguarding issue.***

DFE Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/32/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Children in possession of drugs, alcohol or weapons are considered vulnerable and at risk of exploitation. Paragraph 20 of [KCSIE](#) highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Our designated safeguarding lead (DSL) will make an immediate referral if they find evidence that a child is at risk of harm.

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
- Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).

At Bishop Martin C.E Primary School, only the headteacher or a member of the Senior Leadership Team will carry out searches.

Banned Items

As stated in guidance from the DfE The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded on CPOMS. We always make decisions in the best interests of the child.

Staff may use reasonable force to safeguard and prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to safeguard all pupils and maintain good order and discipline in the classroom. At Bishop Martin we recognise that a calm, settled, ordered school culture and atmosphere is the most effective for positive behaviour. We always seek to resolve issues calmly but recognise raised voices may be necessary in certain circumstances (eg: pupil safety is potentially at risk and there is an immediate need for attention). This will always be done in a measured, proportionate way.

School Support Systems

As a fully inclusive school, we recognise that some pupils may require additional or adapted support due to special educational needs and/or disabilities (SEND), in line with the SEND Code of Practice. Pupils with social, emotional, and behavioural needs may require targeted support beyond the standard Shine Bright system, just as curriculum adaptations are made for pupils with learning needs.

When a pupil is identified as needing additional support, they will be recorded on the SEN register. The class teacher, supported by the SENCo and Learning Mentor, will work with parents to develop strategies to address the pupil's needs. This may include:

- Referral to the Learning Mentor for targeted support
- Referral to appropriate external agencies
- Guidance for other pupils on how to support an inclusive environment

All strategies are designed to help the pupil reflect, develop positive behaviours, and thrive in school, while maintaining a supportive environment for all children. Further details are outlined in the Special Educational Needs Policy.

Monitoring and Evaluation

The implementation of this behaviour policy will be monitored as part of the school's annual cycle of monitoring and evaluation. Findings will be shared with the Governing Body through the termly Behaviour Report. The policy will be reviewed annually at the start of each academic year, with mid-year reviews carried out if monitoring indicates that changes are required. Monitoring will focus on the impact of the policy on pupil behaviour, the consistency of staff practice, and the effectiveness of the behaviour systems. The policy will also be promoted through the school website and other communications to ensure that the principles of positive behaviour remain high profile for the entire school community.

Roles and responsibilities

All Adults in School

All staff are expected to:

- Maintain high expectations of behaviour at all times in line with the behaviour curriculum and policy, and model these expectations within and beyond the classroom.
- Apply the reward and consequence systems consistently to reinforce positive behaviour choices.
- Work collaboratively with parents to support pupils' behaviour when necessary.
- Deliver restorative discussions and promote opportunities for pupils to resolve conflicts independently.

Behaviour Lead

The Behaviour Lead is responsible for:

- Ensuring the consistent implementation of the Behaviour Policy across the school.
- Supporting all staff in applying the policy effectively.
- Maintaining clear and complete records of all serious incidents and keeping parents informed.
- Working with parents to manage their child's behaviour, as necessary.
- Monitoring the effectiveness of the Behaviour Policy and reporting to the Governing Body or Trust.
- Ensuring the policy is accessible to parents via the school website and in hard copy.
- Leading restorative discussions with pupils and supporting staff in facilitating these conversations.

Governing Body

The Governing Body is responsible for:

- Supporting the school in fulfilling its duty of care to pupils through the Behaviour Policy.
- Supporting the Senior Leadership Team in implementing the policy and offering advice on specific issues when needed.
- Facilitating and promoting regular monitoring and review of the policy to ensure it remains effective and up to date.

Appendix 1

Playground Behaviour

Children are expected to:

- Walk sensibly from their classroom to the playground.
- Play safely, ensuring they do not hurt themselves or others.
- Include all peers in games and avoid leaving anyone out.
- Avoid play fighting to prevent accidental injury.
- Share equipment, take turns, and put all equipment back in its designated place.
- Be kind and considerate, thinking of others during play.
- Line up safely, quietly, and promptly when called, ready to return to class.

Playground Supervision

Adults on duty are responsible for maintaining a safe and positive environment at all times. Responsibilities include:

- **Monitoring behaviour proactively** and ensuring that any incidents are addressed in line with the Shine Bright steps.
- Recording **accidents and significant behaviour incidents**. Children should never be sent alone to miss play or see senior leaders; an adult must always accompany them.
- **Supervising line-ups and ball games**, including enforcing rules for fair play and asking children to leave a game if necessary.

- **Blowing the whistle promptly** and maintaining supervision until all classes are safely collected.
- **Ensuring continuity of duty:** if a staff member cannot cover their allocated duty, they must arrange a replacement.
- **Modelling positive behaviour** and using restorative approaches to support children in resolving conflicts during play.

Appendix 2

Daily Routines

Start of the Day Routine

Children enter school at **8:40 a.m.**, with registration at **8:55 a.m.** Adults will **greet children warmly** each morning and ensure that routines are followed consistently, with **adaptations made for individual needs where appropriate.**

Expectations for children:

- Enter school calmly and quietly.
- Hang coats and bags on designated pegs.
- Enter the classroom calmly and quietly.
- Greet a member of staff and respond politely.
- Speak to an adult if they need assistance.
- Organise their equipment and be ready for the school day.
- Begin their morning challenge promptly.
- Have all equipment needed for the day.
- Remain silent during registration.
- Watch for the adult signal when lining up for worship.

End of the Day Routine

To ensure a calm, safe, and orderly end to the school day, children will:

- Listen respectfully during end-of-day novel or reflection time.
- Collect their belongings and line up quietly and sensibly.
- Exit the classroom in an orderly manner.
- In Nursery and Year 1, wait quietly for their adult to collect them, responding only when called.
- In Juniors, understand that they may leave independently only if the school has permission, and mobile phones must not be used on school premises.
- Stay in a straight line while moving to the exit doors.
- Follow procedures to ensure they are handed over safely to the correct adult.

- Recognise that these procedures are in place to keep them safe at home time.

Appendix 3

Restorative Conversation Log

Date of incident	Children involved	Class	Member of staff

Can you tell me what happened?	
What were you thinking/feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	
What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I do to help you?	



Bishop Martin C.E Primary School

Recording and Analysing Disruptive Behaviour using the A-B-C Model



What is the Antecedent Behaviour Consequence (A-B-C) model?

A-B-C or ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- **Antecedents (A):** what happened *directly before* the behaviour occurred.
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred.

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

Once collected, ABC information can provide some valuable insights on its own. It can be used informally by you to **identify patterns of behaviour** and subsequently develop effective management strategies. This can be applied in all sorts of settings, from parents at home, to teachers in the school classroom.

Steps to Assess and Analyse Disruptive Behaviour

1) Identify Problem Behaviours: make a record of all the inappropriate/disruptive behaviours being exhibited by this pupil. Identify one that causes most concern, one that you would like to improve.

2) Observe and Record Behaviour: Having selected one behaviour, document each time this behaviour occurs. The purpose of this is to get a *baseline record* of the behaviour. In this process, you can note exactly what is happening, when it is happening, who is present at the time, and what is the intensity of the behaviour. Recording of behaviours should be carried out over the course of a full week.

3) Analyse Data Gathered: once the recording phase has passed, an analysis of the data may be able to answer the following two questions: What does this data tell me? What can I do about it? Alternatively, the A-B-C questionnaire can be used.

4) Implement Intervention Strategy (Individual Behaviour Plan): We need to identify ways of helping/encouraging the pupil to change his/her behaviour to a more acceptable behaviour. What we might need to consider here includes the following:

What are the *antecedents/triggers* that we can identify and how might we minimise/ alleviate the impact of these? We can try to:

- a. Avoid situations that are likely to lead to the behaviour
- b. Distract rather than confront the pupil
- c. Match the activity to the pupil's ability level
- d. Get the pupil's full attention before giving directions
- e. Give more positive than negative attention
- f. Alert the pupil to a change in lesson / activity
- g. Anticipate problem times and plan for them
- h. Give clear directions
- i. Model the appropriate behaviour you wish to see
- j. Choose a few simple clear rules and stick to them

- What are the new behaviours/skills we wish the pupil to display and how do we teach these behaviours/skills to him/her?
- What types of rewards/incentives does this pupil like to receive?
- What type of sanctions/direct consequences may be most effective in preventing the pupil from displaying the inappropriate behaviour?
- How will we measure what we see? Continue with recording to compare to the baseline record
- How will we write this strategy? Draw up a Behaviour Contract with/for the pupil

During the implementation phase, it is important to use as many of the positive behaviour strategies as possible, for example:

- Catch them being good - Praise and encourage
- Reward appropriate behaviour
- Tactically ignore behaviours if it's safe to do so
- Make positive contact with parents
- Offer choice to the pupil where possible
- Teach the pupil an alternative acceptable behaviour

5) Evaluate the Intervention: assess after one day/week/month whether the plan is working or not. If not, think about whether it is worth persisting with it or try a different approach. Communication with all parties is vital – consult with other staff members, parents and with the pupil to get their views on how the support plan is working



Bishop Martin C.E Primary School
Recording Disruptive Behaviour Frequency Chart



Task: Input **x** each time the disruptive behaviour occurs in each time slot. Tick ✓ if it does not occur.

Pupil's name _____ Year group _____ Week of _____
Behaviour to be observed _____
Alternative behaviour sought _____
Consulting adult _____

Time/lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00 Entry to school					
15.20 Home time					

**It is advisable to tell the pupil what you are doing, as this in itself may act as a deterrent. "Brian, I'm concerned about your continued hurtful comments to other people in the class, which is breaking our class rule on respecting others. I'm going to keep a record for this week of how often this happens, but I'd like to record as few comments as possible, preferably none. I'd like you to try hard to keep this record sheet blank / free of X's."*



Bishop Martin C.E Primary School
Recording Disruptive Behaviour Frequency Chart
Pupil Self-Assessment



Task: Pupil rates him/herself for each time slot (input **x** each time the disruptive behaviour occurs and tick ✓ if it does not occur). Afterwards it can be compared with the **Frequency Chart** compiled by the adult.

Pupil's name _____ Year group _____ Week of _____
Behaviour to be observed _____
Alternative behaviour sought _____
Consulting adult _____

Time/lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00 Entry to school					
15.20 Home time					



Bishop Martin C.E Primary School
Recording Disruptive Behaviour Questionnaire



Task: Using the data gathered in the **Frequency Chart** or the **ABC Chart** and/or the **Pupil Self-Assessment Chart**, answer the following questions in relation to the one behaviour you have been recording.

Pupil's name _____	Year group _____	Week of _____
Behaviour to be observed _____		
Alternative behaviour sought _____		
Consulting adult _____		

Question	Answer
How frequently does this behaviour occur (count)?	
In which lessons is it more or less frequent?	
At what time does it most frequently occur?	
How is the class organised at the time?	
What am I doing at the time?	
How is the pupil occupied at the time?	
What's my immediate response?	
What's the pupil's reaction to my response?	
How do other pupils respond?	
What has worked in the past to deal with this?	
Now that I have this information. What can I do with it?	



Bishop Martin C.E Primary School Disruptive Behaviour ABC Chart



Task: Complete for a specific behaviour exhibited by a child.

Date/time	Antecedent <i>What happened directly before the behaviour occurred.</i>	Behaviour <i>Describe what the student is actually doing. Include where it occurred, who was in the room, and how long the incident lasted.</i>	Consequence <i>Describe what the adult / other students do. Include how the student responds to this.</i>

Evaluation: