



# Bishop Martin C.E Primary School

## Behaviour Policy 2023 – 2024



## 'The Bishop Martin BRIGHT Way, we all shine together'

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

### Rationale

In line with our Christian foundation and our agreed school values, at Bishop Martin C. of E. Primary School we believe that every child has the right to be educated in a safe, caring, positive and supportive environment. We believe good behaviour is the responsibility of all children, their parents and the staff. High standards of behaviour are central to all we do in our school. All members of staff set high standards and learners will be given clear guidance on what is expected of them. Working in partnership with parents, we will ensure that our values become central to the lives of learners. At Bishop Martin, we inspire and empower our children and adults to flourish. We understand that for the whole school community to flourish, we must provide an environment and ethos that is positive, nurturing, encouraging and supportive.

The purpose of this policy is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not follow these high expectations.

### Vision and Values

Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family. It is through this vision that we hope:



- Every child feels valued, safe and cared for, and makes a positive contributions to their own development and the life of the school.
- Pupils are supported to become self-confident, self-aware and understand how to be a successful learner.
- Our 'BRIGHT' curriculum, sets high expectations, provides rich experiences, which motivates, challenges and develops resilience, meeting the needs of all children.
- Every child achieves their potential and develops their talents and creativity, preparing them for a role within society.
- Pupils take pride in their achievement and commitment to learning, supported by a positive culture across the whole school.

## **Introduction**

All those involved in the life of Bishop Martin have a collective responsibility for ensuring good behaviour, demonstrating this through our actions and attitudes in line with our core Christian values. To ensure we are all successful we have developed our behaviour curriculum, which we call 'The Bishop Martin BRIGHT Way, we all shine together.'

This document outlines the rules and routines that we explicitly teach pupils, setting high standards of behaviour, work and respect. We believe this builds pupils' character inspiring them to grow into adults who are polite, respectful, appreciative and who treat others how they wish to be treated themselves.

## **Teaching the Behaviour Curriculum**

The Behaviour Curriculum is reviewed and taught explicitly during the first week in autumn term alongside National Curriculum subjects. Children should learn the content of this curriculum so that they can recall the information and act upon it. At the start of each half term, our Behaviour Curriculum will be revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching that includes regular retrieval quizzing to strengthen retention. All staff will demonstrate these behaviours and ensure pupils have many opportunities to practise these. For example, a lining up order should be taught in the classroom but must be practised in different locations and times throughout the school day e.g. at lunchtime or playtime. It is the expectation that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly.

It is essential that all staff/stakeholders know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

## **Adaptations**

While this curriculum is intended for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the Behaviour Curriculum.

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

Curriculum content to be covered in depth during summer transition and in autumn term 1 and revisited frequently (and where reinforcements and reminders are needed) throughout the year.

All staff will use the Read Write Inc classroom management techniques. These are silent signals and when demonstrated by any staff member the children respond to them in the correct way. These silent signals used in lessons and worships or assemblies, ensure quick and effective behaviour management. All children will be taught these signals, which will ensure consistency across school.

Our school rules are broken down into strands within the letters in the word BRIGHT and they each represent a core principle for supporting positive whole school behaviour.

**B**e ready to learn

**R**espect for everyone

**I**nclusion is key

**G**ood manners always

**H**aven of safety

**T**ake responsibility

Below details the expectations of each of these principles:

**B**e ready to learn

*Children will be:*

- Sitting still and silently
- Looking at the teacher
- Hands free (no equipment in hands)
- Eyes to the front of the room/focus of the room
- Sitting up straight in their chair
- Listening carefully to the teacher
- Giving the teacher their full attention during teacher talking or modelling
- Working hard on tasks given
- In the right place at the right time
- Come to school in the correct school uniform
- Ready to work with a partner or group when asked

**R**espect for Everyone

*We will:*

- Say please and thank you
- Hold doors open for adults
- Use kind words always to other pupils
- Be polite and use manners when asking other pupils for something
- Work together as part of a team
- Be polite and greet and say good morning/afternoon to adults
- Accept responsibility for any mistakes and apologise

- Know that to respect someone, you have a good opinion of their character or ideas
- Know how to build upon or challenge someone's ideas in a respectful way
- Tidy up their own workspace and the classroom
- Be responsible for their own workspace and equipment provided by school

### Inclusion is key

#### *We will:*

- Know that we are all different and unique in our way and that this is a positive thing
- Accept and value the differences they have to others
- Recognise that everyone deserves respect, regardless of their differences
- Understand and be sensitive to the fact that some children are different to them and may behave differently
- Support their peers and encourage them when they face challenges
- Work well with others even if they are not necessarily your friends
- Never make anyone feel uncomfortable or left out of a situation

### Good manners always

#### *We will:*

- Be polite and respectful when talking to adults and children
- Tuck our chairs under the table when we leave them
- Say 'excuse me' if someone is in their way or they would like to get past
- Know that they should always say 'please' when they are asking for something
- Know it is polite to ask questions such as "How are you today?", "Have you had a good morning, Mr/Mrs/Miss?", "Did you have a good weekend?" or comment on the weather
- Give **eye contact** to the person they are talking to. (Adaptations made when required)
- Know it is important to show **gratitude** to others by thanking people for what they have done
- Know it is important to have good manners so that people act politely in response

#### *Children will*

- Use Mr, Mrs or Miss when talking to members of staff
- Be polite and respectful when talking to adults and each other
- Say 'thank you' when they receive something, or someone does something nice for them
- Say 'excuse me' if someone is in their way or they would like to get past
- Know they should respond to adult when spoken to
- Say 'Good morning/afternoon Mr/Miss' to adults if spoken to

### Haven of safety

#### *Children will:*

- Walk slowly and sensibly around the school at all times
- Play sensibly with equipment
- Put all equipment away in the playground boxes at the end of play
- Sit still on their chair with all four feet on the floor
- Keep their hands and feet to themselves
- Use kind words ONLY
- Not play fight

- Respond to agreed hand signals (i.e. Team Stop, 1-2-3 line up)
- Know that walking appropriately around school is to keep everyone safe in school and to make sure the learning of other children is not disrupted
- Remember that playing sports at break times is friendly and non-competitive
- Know that pupils who do not follow the school rules will have a consequence for this

## Take responsibility

*To demonstrate **Good Listening** children will:*

- Sit up straight in their chair
- Never interrupt when someone else is talking
- Track the speaker
- Give the speaker their full attention
- Know we all use good listening to ensure everybody can learn without distractions
- Respond to non-verbal signals given by the adult

*To demonstrate **Responsible Working** children will:*

- Set out work in books according to our Presentation Policy
- Know that each piece of work needs a date and title underlined with a ruler
- Use 'one square, one digit' when writing in maths books
- Correct mistakes by drawing a straight line through your work
- Always try their best in ALL subjects
- Follow the set routine for handing out and collecting books
- Be aware of set place where the books go if the teacher needs to check them
- Know the classroom is a place of calm and quiet and that everybody has a right to learn
- Respond to the 'Non-Verbal Signals' that we use in class (Hand Stop Signal, 1.2.3, Talk Partner Signal.)
- Follow the routine for entering the classroom and getting ready to work is entering in silence
- Know where to sit in class during lessons (including 'carpet places')
- Know where to hang up their coat and place their lunch box and water bottle
- Get equipment out ready for the lesson and to look after it (if applicable)
- Understand that any deliberate damage to school equipment will incur a consequence
- Know that it is important to speak loudly and clearly in class when sharing answers
- Raise their hand and wait quietly unless the teacher has indicated otherwise for support
- Know verbal answers should usually be given in full sentences

*To demonstrate **Sensible Walking** children will:*

- Line up facing forwards standing one behind the other
- Walk at a steady pace keeping up with the person in front
- Walk in a straight line with their hands by their sides
- Walk in silence, listening and looking towards the adult in the line
- Walk silently around school and entering and exiting worship
- Know to stop and wait for an adult to cross the corridor or walk through doors

## Playground Behaviour and Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and

join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult. There must be an adult supervising the children accessing the Blue Zone on the junior yard at all times. Playground behaviour expectations and the role of the adults are detailed within Appendix 1.

### **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**

#### Shine Bright

Children who remain on Shine Bright all week will have their name put into a class raffle, which will be chosen on a Friday afternoon. If their name is picked, the children will take part in a short 'Fun Friday' activity. This will be co-ordinated by Miss McKnight who will lead and organise these weekly sessions. Two children per class will be chosen from the raffle after returning from lunch. These children will also take home an 'I'm a Shine Bright Raffle Winner' card.

#### Shine Brighter

As part of our 'Shine Bright' System, children who stand out as following all areas of our BRIGHT Behaviour curriculum and **MORE** have the opportunity to be moved into the 'lamp light' and will be identified as 'Shining Brighter'

This means that the child has displayed:

**E**xcellent behaviour

**R**adiating light and guiding others

Children who 'Shine Brighter' will automatically receive an reward at the end of the half term, alongside peers who have also been recognised in this way. This may be a craft afternoon, baking, practical games session or something similar. The School Council will support in the choosing of appropriate activities and the events will be co-ordinated by Miss McKnight our Learning Mentor and Mrs Hewitt, Behaviour Lead.

#### Dojo Points

All children have an individual avatar on the Dojo online Platform. Children receive Dojo points for showing positive behaviours outlined in the behaviour policy. In addition, children may also receive points for excellent work.

Children will receive rewards and a certificate will be sent home when the children reach milestones in increments of 25 Dojo Points. The School Council and Values Group are responsible for choosing the milestone rewards. This will be after all children have had the opportunity to share their thoughts in class. Dojo rewards will be reviewed and changed each term to keep the rewards current and exciting. Teachers can also set whole class targets and children can work collaboratively towards achieving activities such as additional break time, colouring, parachute time, or IPad time for example at the end of each week.

#### Awards

Each week, one child will be chosen per class to be awarded the BRIGHT Award during Praise Assembly. This certificate represents our whole school rules and Behaviour Curriculum and is awarded

to children who live out these rules in all aspects of school life. In addition, one child per class will receive a Values award chosen by the teachers and support staff in their class to recognise those children who embody our school values in everything that they do each day.

All members of the SLT team have awards that they present. These are not necessarily given out weekly and are rewarded for both curriculum activities, representation of our school values or positive behaviour.

### Whole School Sanctions

To promote the highest standards of behaviour outlined in the behaviour policy, we follow a whole school system for sanctions when children need support and reflection to enable them to follow our whole school rules. To manage unacceptable behaviour, we encourage our children to develop a growing understanding of the choices they make and how they are responsible for those choices. To manage this attitude of ownership we use a behaviour system called *'Shine Bright'* which ensures pupils are given the opportunity to correct their own behaviour and make the right choice. It is a system ALL classes follow from Nursery to Year 6, however adaptations are made to suit the children in the Early Years Foundation Stage.

A Lighthouse is displayed within each classroom divided into sections to represent the 'step' system for managing behaviour. The top section of the lighthouse where the lamp emits its light represents 'Shine Bright' where all children will start their day. It is here where children show they are able to follow all elements of our behaviour curriculum and follow in 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.)
<b>Step 1</b>	Verbal Warning. If the child's behaviour continues, there will be a consequence. <b>At this stage the Pupil's name is moved down the Lighthouse (1).</b> The pupil is moved back to 'Shining Brightly' if they make the right choice and show the teacher the correct attitude.
<b>Step 2</b>	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 and complete a Restorative Conversation Log – Appendix 3 (to be scanned and added to CPOMs). <b>The Pupil's name is moved further down the Lighthouse (2), and moved back once the consequence is complete.</b>
<b>Step 3</b>	Repeated Consequence. If the child's behaviour continues, there will be a consequence during the second play over lunchtime. 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.) <b>The Pupil's name is moved further down the Lighthouse (3), and moved back once the consequence is complete.</b>
<b>Step 4</b>	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. 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
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### Notes for Application of Sanctions:

- Teachers are expected to record any significant incidents in their class behaviour record book and send it with the child if they are going to 'missed playtime'.
- Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and privately.
- Teachers are also expected to communicate with senior leaders about behaviour concerns.
- No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

### Beyond 'Shine Bright'

If a child has received a repeated consequence 3 times or more within a notable short period, this will be deemed as Beyond 'Shine Bright' and the following actions will be implemented:

- 1) The child will discuss their behaviour and actions with the class teacher and key stage lead to agree a plan of how behaviour will improve (logged on CPOMS). If the behaviours are identified as repeatedly disruptive, the class teacher will use the A-B-C Model (Appendix 4) to record and analyse the child's repeated behaviours.
- 2) If there is no improvement and there is a repeat consequence following this discussion, the child's parents will be informed and invited to discuss their child's behaviour with the class teacher. An Individual Behaviour Plan will be completed to set realistic and achievable targets (logged on CPOMS). It may also be appropriate to introduce the child to a daily report card to monitor and support their behaviour.
- 3) If there is still no improvement, the child's parent will be invited to meet with the key stage lead/behaviour lead with the class teacher to discuss and agree the steps of how behaviour will improve. Adjustments will be made to the Individual Behaviour Plan and other strategies introduced if required. This will be reviewed at the end of the two weeks with the class teacher, key stage and or behaviour lead and parent.
- 4) In exceptional or persistent circumstances, school may consider a fixed term suspension or permanent exclusion.

### Suspension

Our school has no desire to suspend a child. In very rare cases it may be necessary to suspend a pupil for a fixed period of time, usually three days (up to a maximum of 5 for a total of 45 days within a single academic year). However this course of action will only ever be considered after all other possible avenues have been explored. We will support the child returning to school in managing their behaviour according to the principles of this policy. For cases of fixed term exclusion or permanent exclusion the LEA policy and guidance will be followed.



In the exceptionally rare cases of permanent exclusion, the child will be referred to the Governor's Pupil Disciplinary Committee. The members of this committee are reviewed annually at the Governor's Business Meeting each September.

#### Permanent Exclusion

Where ALL other graduated strategies outlined within this policy have been explored and exhausted (*including the seeking of external support as outlined in Section 11*) a permanent exclusion from school may need to be considered. This is always the absolute last resort and Local Authority policy and guidance will be followed.

In the exceptionally rare cases of permanent exclusion, the child will be referred to the Governor's Pupil Disciplinary Committee. The members of this committee are reviewed annually at the Governor's Business Meeting each September. Local Authority guidance will be followed as to the timescales and format under which this meeting would take place.

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/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/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](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.

#### **Roles and Responsibilities**

The Governing Body sets out the rationale for this policy which the Headteacher and Senior Leadership Team operate on a day to day basis. We expect all staff and pupils to adhere to this policy, carry out its actions and follow its principles. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

#### **School Support Systems**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different (outside of the 'Shine Bright' system) in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our SEN register. Identified staff will then look at what support can be provided to help eradicate the behaviour in partnership with parents. This may include referral to our Learning Mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

### **Monitoring and Evaluation**

The policy will be monitored in accordance with the school's annual cycle of monitoring and evaluations 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 where monitoring indicates that this is required. Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

### **Roles and responsibilities**

#### The role of *all* adults in school:

- have high expectations of behaviour at all times in line with our behaviour curriculum and policy, to communicate and model this, within and beyond the classrooms.
- follow the reward and consequence systems consistently, to ensure that positive behaviour choices are made.
- work with parents in managing their child's behaviour, as necessary.
- be responsible for the delivery of restorative discussions and promote independent discussions between peers.

#### The role of the Behaviour Lead

- implement the Behaviour Policy consistently throughout school.
- support its implementation by all other relevant members of the school community.
- keep clear and complete records of all serious incidents and keep parents informed of such.
- work with parents in managing their child's behaviour, as necessary.
- monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body/Trust when required.
- ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.
- be responsible for holding regular restorative discussions with children.

#### The role of the Governing Body

- support the school in fulfilling its duty of care to our pupils through the Behaviour policy.
- support the senior leadership team in implementing the policy and offer advice regarding specific issues as needed.
- facilitate and promote the regular monitoring and review of the policy.

## **Playground Behaviour**

*Children will:*

- Walk from their classroom to the playground using sensible walking
- Play safely without hurting anyone
- Include people in their games and not leave anybody out on purpose
- Not 'play fight' because we may hurt someone by accident
- Be kind and always think of others when out on the playground
- Be kind by including people in your games and sharing equipment
- Put equipment back in the playground boxes
- Share the equipment and take turns with others
- When called, line up safely and quickly.
- Be silent in the line ready to go back into class.

## **Playground Supervision**

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stay with an adult in line with the steps of our 'Shine Bright' behaviour system, children should never be sent in on their own- either to miss play or to see the Assistant Headteacher, Deputy Headteacher, or Executive Headteacher.

Staff on duty are responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. Staff must not leave the yard under any circumstances until all classes have been collected. If you know you are unable to do your allocated duty, please ensure you have a replacement. This involves the supervision of football or other ball games that children play on a rota. Children who argue, or are overtly competitive, may be asked to leave the game and may miss the next game.

### **Start of the Day Routine**

At the start of the school day, children enter school at 8.40a.m and registration is at 8.55a.m. Adults will greet children warmly each morning and ensure the morning routine is followed by all children, taking into consideration adaptations when needed.

Children will:

- Come into school calmly and quietly
- Hang their coats and bags on their pegs
- Enter class calmly and quietly
- Greet a member of staff and respond to an adult as they are greeted
- Talk to a member of staff if they need to
- Get out their equipment and get ready for the school day
- Start their morning challenge promptly
- Have all of the equipment that they might need for throughout the day
- Be silent when the register is being taken
- Watch for the signal of the adult to line up for worship

### **End of the day routine**

To ensure that the children have a calm and safe end to the school day our children will:

- Listen to the end of day novel time respectfully
- Line up quietly and sensibly after collecting their belongings ready for home time.
- Exit the classroom for home time quietly and sensibly.
- In the nursery, wait quietly for their adult to collect them.
- Wait until a member of staff calls their name before they get out of their seat.
- Understand that they must be handed over to an adult by a member of staff, unless they are in the juniors and are allowed to walk home on their own.
- Stay in a straight line, while walking out to the door in which they exit for home time.
- In Year 1, sit quietly on the carpet until an adult calls their name.
- Understand that they must not go home until the teacher has checked that the correct adult is picking them up.
- Recognise that these procedures are put in place to keep them safe at home time.
- In the juniors, know that mobile phones should not be switched on or used whilst on the school premises.

## Restorative Conversation Log

Date of incident	Children involved	Class	Member of staff

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

**Signed:**

Child \_\_\_\_\_

Adult in school \_\_\_\_\_



## 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



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**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
8.55 – 9.00 Entry to school					
9.00 – 10.15 Lesson 1					
10.15 – 10.30 Break					
10.30 – 11.15 Lesson 2					
11.15 – 11.55 RWI					
12.00 – 13.00 Lunch					
13.00 – 14.00 Lesson 3					
14.00 – 15.00 Lesson 4					
15.00 – 15.10 Prep for home					
15.10 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."*



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**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
<b>8.55 – 9.00</b> Entry to school					
<b>9.00 – 10.15</b> Lesson 1					
<b>10.15 – 10.30</b> Break					
<b>10.30 – 11.15</b> Lesson 2					
<b>11.15 – 11.55</b> RWI					
<b>12.00 – 13.00</b> Lunch					
<b>13.00 – 14.00</b> Lesson 3					
<b>14.00 – 15.00</b> Lesson 4					
<b>15.00 – 15.10</b> Prep for home					
<b>15.10</b> Home time					



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**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 _____		

<b>Question</b>	<b>Answer</b>
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?	



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## Disruptive Behaviour ABC Chart



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

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

**Evaluation:**