



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

BEHAVIOUR POLICY

This policy reflects the school's values and philosophy in relation to behaviour in school. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on what is acceptable behaviour and how to deal with behaviour problems.

The policy is based on the premise that good behaviour and positive discipline is essential for effective teaching and learning. A good working atmosphere inside the classroom, together with sensible, thoughtful and considerate behaviour both inside and outside the school, should provide opportunities for quality learning experiences and lead to a happy caring atmosphere.

1. INTRODUCTION AND LEGAL FRAMEWORK:

Our policy is underpinned by the 54 Articles of the United Nations Convention on the Rights of the Child, which came into UK law in 1992, and in particular, Article 28 which states that “discipline in schools must respect children's dignity and their rights”, and which covers all aspects of a child's life, explaining “how adults and governments must work together to make sure all children can enjoy their rights.”

The school will fulfil its legal duties under the Equality Act 2010 regarding safeguarding children with special educational needs and all vulnerable children.

As an inclusive school, all members of the school community should be free from discrimination, harassment, victimisation, and any other conduct prohibited by or under the Equality Act 2010.

The Teachers' Standards (2012) makes clear the expectation for all teachers to “manage behaviour effectively to ensure a good and safe learning environment.” Teachers must “have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.” They must “manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.” (Standard 7).

The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, and regulate the conduct of pupils.

2. AIMS

- To promote a caring atmosphere in which all children may thrive and reach their full potential in a happy and secure environment.
- To encourage and reward positive behaviour and discourage unacceptable behaviour.
- To define what we consider to be unacceptable behaviour.
- To promote respect for others and develop a caring ethos within the school family.
- To develop a moral code which includes concern for others, self-discipline, self-respect and the basic virtues of honesty, fairness and politeness.
- To establish a consistent whole school approach to behaviour that reflects the schools' values and ethos.
- To develop the Christian understanding of forgiveness and reconciliation.

3. Professional Values

Jesus said “Love God, love yourself, love neighbour.” Luke 10:27. Through our professional values children are taught the importance of respecting themselves and others. These professional values are followed by adults and pupils.

- Honesty
- Kindness
- Integrity
- Compassion
- Resilience

4. BULLYING

Definition of Bullying, as defined by the junior leadership team, teachers, parents and governors:

We consider bullying to be repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying is a deliberately hurtful and repeated over a period of time.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting Hitting, kicking, pushing, taking another's belongings, any use of violence
Physical	Being unfriendly, excluding, tormenting Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct/indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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4.1 Our attitude towards bullying

In all aspects of Bullying the principles and philosophy of the behaviour policy apply. However, we will not tolerate bullying in any form and will treat each incident with the utmost seriousness. Both victims and bullies are damaged by bullying because it affects performance, confidence and wellbeing during their time at school and in later life.

Bullying will be raised as an issue in class and in assembly in order to heighten the awareness of children to it and to give them confidence to speak out. Children are taught about the importance of not being a bystander. We believe that children need an atmosphere of openness and trust and to know that their reports will be taken seriously.

Any incidents of bullying are reported immediately to parents and carers and a meeting is held to discuss the incident, sanctions and improvements of behaviour. Any incidents of bullying are recorded by staff on CPOMs. Sanctions that children received for bullying inline with section 7 and 8 of this policy. Those children who have been a victim to bullying receive pastoral support. To prevent bullying from taking place, children are taught of the severity and negative impacts through PSHE lessons, worship sessions, whole school antibullying weeks. Children at the start of every academic year will sign a pledge to prevent bullying and not be a bystander. Staff receive CPD on how to handle bullying as part of the behaviour management continuous professional development.

5. ROLES AND RESPONSIBILITIES

5.1 The governing body

- The governing board is responsible for:
- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in concurrence with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

- The headteacher is responsible for:
Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour in line with the behaviour policy.
- Monitoring staff consistently manage behaviour for all groups of pupils in line with the behaviour policy.
- Providing new staff with a clear induction and support implementing the behaviour policy to ensuring they understand the school culture and rules and routines.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from Cpoms/behaviour log is reviewed regularly to identify any trends.

5.3 Teachers and staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent and clear expectations of pupil behaviour.
- Implementing the behaviour policy consistently in and around school.
- Implementing the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling the expected behaviour using the professional behaviours and building positive relationships with pupils, communicating behaviour expectations.
Providing a personalised approach to the specific behavioural needs.
- Recording behaviour incidents promptly and accurately. Supporting pupils to meet the school's expectations.
- Lead their class from place to place at the front of the line, insisting on straight, quiet/silent lines.
- Teachers collect children from the playground promptly
- Ensure children wear school uniform correctly
- Report to parents through meetings and phone calls when behaviour incidents occur.

5.4 Parents and carers

Parents and carers, where possible, should:

- Read and understand the school's behaviour policy and apply this at home where appropriate.
- Help and support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- The school will ensure that parents are informed about developments in their child's behaviour and the school's policy. They will work collaboratively to support the child.

5.5 Pupils

- Pupils will have a clear understanding of the school culture, expectations, rules and routines.
- Pupils will adhere to the code of behaviour set.

- They will always attend school and arrive on time.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they make the correct choices.
- Through conferencing pupils will be asked to give feedback on the school behaviour policy and the implementation.

6. MOBILE PHONES

Any mobile phone that is brought onto school premises by a pupil must be kept in the school office at all times and collected only at home time. Pupils will be educated during Computing and online safety lessons on how to safely use a mobile phone. Pupils who require a phone for medical reasons, are able to use this during the school day when supervised by a member of staff. Where incidents occur outside of school with mobile phones and social media, parents will be informed and advised to apply parental control.

7. Five Pillars of Pivotal Practice (Paul Dix: When the adult changes everything does)

Pillar 1: Calm and consistent behaviour:

- Classrooms are well organised, tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy.
- Staff use empathetic phrases and scripts when dealing with behaviours.
- When a child misbehaves in a learning group or the classroom, the member of staff with the child has the responsibility to ensure 'behaviour stages' is followed and are put into place (Table 1). This can help later when the child is regulated.
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- We follow the principles of PIP (praise in public) and RIP (reprimand in private)
- Behaviour needs to be managed consistently and appropriately to support all learners and staff (Table 2).

Stages of Behaviour document (see appendix) is displayed in classrooms, the widgets give children visual prompts of the behaviour expectations.

Table 1

Stage One- low level disruption	
Reminder	A reminder of the behaviour expectations "Bishop Bridgeman's Best" delivered privately where possible.
Chance	A clear verbal warning delivered privately, this is making the child aware of their behaviour and the outcome (consequence) if they continue. "I noticed you chose to (noticed behaviour). You now have a chance to make a better choice".
Choice	Pupils spoken to in private and given a final warning to make a positive choice. I noticed you chose to (noticed behaviour). This is the second time I have spoken to you.. If you choose to not meet our expectations again you will leave me no choice but to ask you to have time in and speak to me. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices .
Time in	Pupils given time in and a restorative conversation with their class teacher. All missed learning to be paid back during break. Phone call to parents/carers and behaviour recorded on Cpoms.

	"I noticed you chose to ... (noticed behaviour) I will speak to you during playtime."
Stage Two- Consistent Disruption	
Learning Mentor Support	If reintegration or re-regulation is unsuccessful, the child will need support from a learning mentor. • Learning mentors will support the child regulating behaviour. • Interventions may be required to support the child. • Learning mentor will support the child completing learning once they are regulated. • The child will then return to the original adult for restorative process. • Parent's to be notified and recorded on Cpoms. • Behaviour plan to be put in place.
SLT Involvement	If after 'Time In', the child is not settled to return to the classroom without disrupting the learning of others, the child should be taken to a member of SLT. (Mr Finn, Mrs Breingan or Mrs Smith) "You are still not ready to learn so have chosen to go to ...'s classroom to complete your work. We will speak to you at the end of the lesson. Thank you." The child will then return to the original adult with the member of SLT for the restorative process using visual prompts if required. Parent's to be notified and behaviours recorded on Cpoms.
Stage Three- Escalation	
Head/Deputy	• If reconciliation is unsuccessful, a formal meeting will take place with child, parent/carer and Mr Lonsdale/Mr McKean. • Targets to be set with parents and monitored closely over a two-week period. • A negative outcome may result in fixed term suspension/ exclusion. • Targeted/ intensive support will be discussed.

Table 2 (This list is not exhaustive)

	Behaviour	Possible Actions
Class Room Level	• Disruption to learning • Not following instructions. • Shouting out • Continuing to talk • Refusal to complete work. • Distracting others • Slow to complete work • Arguing with peers • Rudeness to staff • Throwing small equipment • Swearing • Standing up/walking around.	Follow Stage One
SLT/ Learning Mentor Level	• Swearing at adults. • Leaving the classroom • Deliberate violence towards a child in the classroom. • Use of prejudicial language. • Upturning/damaging furniture • Threats of violence towards staff. • Bullying behaviour	Time in with SLT/learning Mentor Targeted Support Behaviour Plan in place Meeting with parents/carers

	Persisting with behaviours despite following stages of behaviour.	
Headteacher/ Deputy	- Deliberate acts of physical violence towards staff. - Threats of violence that include an offensive weapon. - Leaving the school grounds - Sexual behaviour or language. - Internal Truancy (running around school)	- Intensive support - Internal exclusion - Fixed term exclusion - Lunchtime exclusion - Meeting with parents/ carers A behaviour plan in place. (Appendix 4)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences/trauma impact and family circumstances. At Bishop Bridgeman, we recognise that their behaviour is how they communicate their emotions and try to understand the reason for the behaviour. We build relationships showing empathy and use consequences as an opportunity to teach. Exclusions will occur following extreme incidents at the discretion of the Headteacher. We understand that throughout this process, we must explain what is happening and why it is happening to parents and arrange meetings to discuss.

When dealing with extreme behaviours we follow the trauma informed approach of

PROTECT- Remove the child/young person from the situation – non shaming, protecting dignity, lessening the stress load.

RELATE *'We connect before correct.'* At Bishop Bridgeman we have a non-judgemental approach, we accept behaviours, are validating and empathetic towards behaviour.

REGULATE - Children provided with an activity to bring down stress chemicals – this may be play-based WE support children to through co-regulation.

REFLECT- We use restorative conversations and explore how we can respond differently in the future.

Physical Attacks on Adults

We take incidents of violence toward staff very seriously, staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child. All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on Cpmos. Exclusion will be considered to enable the exploration of options and the creation of a plan around the child.

Pillar 2: First Attention for Best Conduct

We praise all good behaviour and recognise all positive choices.

The following list is not exhaustive; staff use their creativity to change and offer meaningful rewards constantly.

- Class Dojo
- Verbal Praise
- Stickers
- Praise parents/ carers
- Prize from the tub
- Chosen One- to help the teacher with a special job.
- Class Attendance award
- Name on Bishop Bridgeman's Best board.
- Postcard home
- Headteacher Stickers

Class Consequence

In addition to the stages of behaviour, a whole class maybe given a time-in if the collaborative behaviour of the class is not meeting the 'Bishop Bridgeman Best Behaviour' expectations. This will follow the same 'reminder, choice, chance' as highlighted in the 'stages of behaviour.'

Pillar 3: Relentless Routines

The school has employed a behaviour curriculum – **Bishop Bridgeman Best Behaviour Appendix 3** This curriculum includes verbal consistencies that are used by all staff.

- Meet & Greet
- Signals for silence
- Lining up
- Uniform
- Moving around corridors
- Moving to and from the playground
- Worship
- Lunchtime

All classes have visual timetables in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a 'Now and Next' board.

The use of the school expectations and outcomes (consequences) are consistent. The schools professional behaviours are

As much as possible, the daily timetable is consistent across the school.

Support is offered where appropriate. Supportive outcomes are followed consistently. If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

Mood Tracker

To support children making positive behaviour choices mood tracker will be completed every morning and used to give children an opportunity each day record how they are feeling. Children can be supported and monitored throughout the day, interventions are planned by learning mentors to ensure positive behaviour choices are made.

Meet and Greet

When entering the classroom children are given a meet and greet following the given principles.

- Make eye contact.
- Child to select their preferred greeting.
- Give words of encouragement. Ask about their morning or how the previous night has been.
- Morning task ready for children to complete when entering the classroom.

Pillar 4: Scripted Interventions

The school expectations are simple and clear and scripted interventions are followed to ensure a consistent approach. When a child is seen not following an expectation a child is reminded, given a chance, choice and then a time in. A simple script can be used to support staff and followed in a non-judgmental way (see Table One).

In addition to the scripted interventions, vocabulary is used by all members of staff as part of routines, phrase, restorative questions and consistent praise (appendix one)

Pillar 5: Restorative Conversations

Restorative conversations are used over breaktimes or lunchtime. Children have 'Time-in' to regulate and repair. Restorative conversations repair relationships that have been damaged by conflict and prevent further conflicts from arising by allowing the child to reflect on their actions and the impact of others. To support these conversations all staff have 'restorative behaviour flipbook' and use this to support pupils when having a restorative conversation. The icons help children to communicate how they are feeling and what repair is needed.

- What happened?
- Who was affected?
- How did you feel?
- How can we put things right?
- What could we do next time?

The Pastoral Team will carry out follow-up restorative conversations with 'victims' of incidents involving 'child-on-child' and prejudicial language. It is also important that senior leaders have follow-up restorative conversations with staff members (without the child) after behaviours that include verbal or physical abuse towards staff.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9. Close co-operation and partnership with parents

We believe that parents have a vital role in supporting the school behaviour policy and fostering good behaviour and that an active partnership between parents and the school offers mutual benefits.

We hope that parents will co-operate with the school in matters of discipline and reinforce the school's efforts at home. We will try to encourage parents to ensure that their children take their school work seriously and would ask them to actively encourage and reward progress. Parents are to be made aware and have access to the school's behaviour policy.

Good behaviour, as well as unacceptable behaviour, will be drawn to a parent's attention and early notice given of particular difficulties with an individual child following the stages of behaviour. Parents will be told of the relative seriousness of the behaviour and offered an early opportunity to discuss the matter.

Parents are asked to inform us of any circumstances outside school that may affect their child's behaviour in school. Such information will always be dealt with sensitively and in strictest confidence.

Copies of this policy are made available to all parents on the school website or on request.

10. Provision of a range of extra-curricular activities

We believe that a wide range of extra-curricular activities, both in school time and outside of school time, will help to foster self-discipline and self-motivation and thereby have a positive effect on overall behaviour and discipline.

Obviously, the activities on offer at any one time will depend on the staffing available and their own strengths and interests.

7.4. Involvement with external agencies

We believe that such agencies as the education welfare service, psychology service, police, community medical services and social services can from time to time make a valuable contribution to the implementation of the behaviour policy and they will be encouraged and welcomed to be an active part of our pastoral team.

11. Class Dojos

Class Dojo form our whole school reward system here at Bishop Bridgeman. They are used to:

- Motivate positive behaviour
- Reinforce good habits
- Build Confidence and self esteem
- Support Classroom Management
- Encourage effort
- Make learning fun

Awarding Class Dojos

Class Dojos are awarded **one at a time** by **any member of staff**, to **any child**, **at any time**, and **for any reason** that demonstrates positive learning behaviours.

Dojo Award Categories:

- Bishop Bridgeman Best
- Marvellous Manners
- Wonderful Walking
- Excellent Effort
- Helping Others
- On Task
- Teamwork
- Persistence

Rewarding Individual Dojos

Pupils can collect and exchange their individual Dojos for **rewards**. Each reward has a set **Dojo value**, and once enough Dojos are collected, pupils may choose to trade them in.

- **Reward Days** will be scheduled **once each half term**.
- On these days, teachers will **deduct the used Dojos** from a pupil's total and **issue the chosen reward** experience.
- The dojo shop will be open weekly.
- Teachers will deduct the dojo's spent and issue the selected reward.
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Whole Class Dojos

Whole class Dojos can be earned when **all pupils** are demonstrating positive behaviour.

- The total number of Dojos for each class will be **collected every Thursday**.
- The **winning class** will be announced during **Friday worship**.
- The class with the most Dojos will receive a reward, chosen by the teacher.

Whole Class Reward Options:

- Extra playtime
- Use of P.E. equipment
- Playing a game
- Games on the iPads

After worship on Friday, Dojo totals are **reset**, and pupils start collecting again for the new week.

12. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. While strategies are employed to prevent reasonable force being used, designated staff with a team teach training qualification will use reasonable force in the following circumstances.

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited item found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

14. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

14. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

15. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

16 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

17 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

18. SERIOUS SANCTIONS

18.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

18.2 Removal from classrooms

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Cpoms.

19. RESPONDING TO BEHAVIOUR WITH PUPILS WITH SEND.

19.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Short planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods.

Short specific tasks to focus attention.

Adjusting seating plans to allow for the needs of all pupils.

Visual prompt cards to help children understand the timetable, instructions and expectations.

Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.

19.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

19.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

19.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. You may contact Bolton SENDAS on 01204 338612 or send an email to ea.sen@bolton.gov.uk if you have any legal questions which school cannot answer.

20. SUPPORTING PUPILS FOLLOWING A SANCTION.

Following a sanction, the school will consider strategies to help pupils understand how to improve their behaviour.

Contact with pastoral care (learning mentor)

Regular meetings with the class teacher and parents.

Short term goals to work on to improve behaviour.

Behaviour plan put in place.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

21. MONITORING ARRANGEMENTS.

21.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom
Attendance, permanent exclusion and suspension
Use of pupil support units, off-site directions and managed moves
Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

22.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body. If needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the head teacher and governing body.

23. Links with other policies

This behaviour policy is linked to the following policies.

Exclusions policy
Child protection and safeguarding policy
Physical restraint policy

24. RESPONSIBILITIES

Everyone connected with the school has a share in the responsibility for addressing bullying behaviour. This includes all staff involved with children, governors, parents and guardians, and the children themselves.

Children need to know that bullying will not be tolerated in our school and that any incidents, which are observed or reported, will be dealt with.

Our code of practice

1. Reports of bullying will be taken seriously.
2. Disapproval will be directed at the behaviour and not the child.
3. Any action will be explained to the parties involved.
4. All parties involved with an incident will be interviewed by a member of the senior leadership team.
5. Incidents, which are deemed by the school's definition to be bullying, will be recorded.
6. If a child has his/her name recorded for bullying then parents are informed by letter or in person and the incident will be treated as serious, with a series of 3 sanctions.

Both these policy statements are written for all who come into contact with pupils at our school. Copies of the policy are available from the headteacher. All teaching and non-teaching staff will be issued with a copy and all other adults who from time to time come into contact with the children will

be made aware of its existence and invited to familiarise themselves with the contents. Parents will be made aware of the policy and where to access it.

The policy statements are issued by the governing body on behalf of the school and they will be reviewed by the whole staff and the governing body in its cycle of policy reviews.

Reviewed: **September 2025**

Next Review: **September 2026**



Appendix One- Consistent Vocabulary

Routines, phrases and gestures.

Praise in public

Reprimand in private

Resources available on tables/in trays

Raise hand- stop the activity

Micro- script for adults

I've noticed that you

I imagine that you are feeling.....

Do you remember (refer back to positive behaviour) I saw before

"You know the expectation of"

"Do you remember when you....."

Restorative Questions

What happened?

Who was affected?

How did you feel?

How can we make it right?

How has this made others feel?

What could we do next time?

Consistent Praise

Meet and greet when entering the room

Mood tracker completed daily

Wonderful walking- quiet and calm

Marvelous Manners

Brilliant behaviour- praise for the expected behaviours

Stage One	
	
Reminder A reminder of the behaviour expectations "Bishop Bridgeman's Best"	
	
Chance A <i>chance</i> to make a better choice.	
	
Choice A <i>choice</i> to follow the Bishop Bridgeman's Best Behaviour expectations.	
	
Time in A <i>time in</i> given and a restorative conversation will take place.	
Stage Two	
Learning Mentor Support to regulate, Behaviour plan, Interventions	
SLT Involvement Learning completed in SLT members classroom and restorative conversation will take place.	
Stage Three	
Mr Lonsdale/Mr McKean Formal meeting with parent and carer. Intensive targeted support put in place.	



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

Bishop Bridgeman's Best Behaviour

Professional Behaviours

At Bishop Bridgeman, we show:



Honesty
Kindness
Integrity
Compassion
Resilience



Walking around school

Children should line up when walking around school.

An adult will be at the front of the line and lead the children through school.

Children will move in a calm and quiet manner.

The adult will stop to ensure that all members of the class are following the expectation.

Praise given to children who are following the expectation of 'wonderful walking'.

School

Children show kindness to each other, holding doors, being polite.

Kind and friendly language used to each other.

Praise and rewards are given for children following the professional behaviours.

Adults and children speak to each other respectfully.

Children move around school in a quiet and calm manner.

Playground

Children will show respect when playing with each other.

Adults will be playing/modelling play with children.

Children will line up quietly at the end of play time.

Classroom

Children enter and leave the classroom calmly.

Children and adults will be following the professional behaviours: honesty, integrity, compassion, kindness and resilience.

Positive and kind language used to each other.

Children put their hand up to speak to an adult.

Children follow clear instructions given.

Consistent rewards and praise given to the children who are following the professional behaviours.

Lunchtime

Children will line up quietly.

In the hall children will use a calm and quiet voice when speaking to others.

Children will wait at the dinner table until told to leave by an adult.

Verbal Consistencies

Meet and Greet from class teacher when entering the room.

Wonderful walking- quiet and calm.

Marvelous Manners.

Brilliant behaviour- Praise for the expected behaviours.

Mood tracker completed daily.

Positive Consequences

House Points.

Verbal Praise.

Stickers.

Star of the week Certificates.

Phone call to parents/carers.

Class Attendance award.

Name on Bishop Bridgeman's Best board.

Postcard home.

Headteacher Sticker.

Bishop Bridgeman Behaviour Plan

Name _____

Date _____

This plan will be reviewed on _____

- 3- Bishop's Bridgeman Best Behaviour
2- I can make further improvements to my behaviour
1- I did not make positive behaviour choices

Targets I am going to achieve

How am I going to achieve this?

Help that I will need?

Child _____

Parent _____

SLT _____

	Session 1	Break	Session 2	Dinner	Session 3	Session 4	Signed
Monday	Signed	Signed	Signed	Signed	Signed	Signed	Child Learning mentor/ SLT
Tuesday	Signed	Signed	Signed	Signed	Signed	Signed	Child Learning mentor/ SLT
Wednesday	Signed	Signed	Signed	Signed	Signed	Signed	Child Learning mentor/ SLT
Thursday	Signed	Signed	Signed	Signed	Signed	Signed	Child Learning mentor/ SLT
Friday	Signed	Signed	Signed	Signed	Signed	Signed	Child Learning mentor/ SLT