

# Positive Behaviour policy and statement of behaviour principles

Boughton-under-Blean & Dunkirk  
Methodist Primary School



Updated January 2025

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Ratified: 03/02/25

# 'Dream, Believe, Achieve Together'

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

**Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.**

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

**These are then underpinned by our learning values.**

- Communication
- Independence
- Aspiration
- Engagement

**Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.**

*'Start children off on the way they should go, and even when they are old they will not turn from it'*

*Proverbs 22:6*

Our approach to behaviour is built on the foundations of our Methodist values, those of Forgiveness, Friendship, Trust, Perseverance and Justice. It is centred on kindness and love and follows John Wesley's belief that 'an ounce of love is worth more than a pound of knowledge'. However we believe that every child has a right to learn and no child has the right to disrupt the learning of others. Good behaviour depends on trusting relationships with a process of co-operation with parents and carers to ensure all children meet our expectations. This policy is ratified by the Full Governing Body and behaviour is an area of the school that is monitored termly by governors and reported by the Headteacher to governors in each FGB.

Dear God,

Help us to do all the good that we can

In all the ways that we can

To all the people that we can

At all the times that can.

Today

Amen

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Stolen items
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Governing Board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction 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 (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 2 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
  - The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

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At Boughton-under-Blean & Dunkirk Methodist Primary School, we aim to develop excellent standards of behaviour through our 'BuB Way' behaviour curriculum. This curriculum clearly defines the behaviours and habits that we expect pupils to demonstrate and is underpinned by our Christian values of friendship, trust, justice, perseverance and forgiveness. We want to support our pupils to grow into adults who are kind, polite and respectful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As the philosopher Aristotle stated, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

We teach explicitly the behaviours we expect so that it is easy for pupils to behave. We aim to ensure that excellent behaviour is a minimum expectation for all. We have clear and concise rules, routines, rewards and sanctions that everyone follows. We ensure that all adults are calm, consistent and fair in their response to behaviour.

Good behaviours are explicitly taught and regularly refreshed and reinforced to ensure that all pupils understand the expectations of them. School staff will also demonstrate these behaviours and ensure that pupils have many opportunities to practise these (particularly in the first few days of term).

There are three overarching behaviour principles which form the 'BuB Way':

- We are Ready
- We are Responsible
- We are Respectful

We teach and reinforce these through our 'Relentless Routines':

- Lovely Lining Up
- Wonderful Walking
- Sensible Sitting
- Positive Playtimes
- Delightful Dinner Hall

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupil's SEND needs. We need to acknowledge that reaching these high standards of behaviour will be harder for some children than it is for their peers. This doesn't mean we lower our expectations; it means we scaffold to help them succeed. A good scaffold can be considered a reasonable adjustment. Some of these adjustments can be adapted, or slowly removed over time. Some of them are features of good, inclusive practice and don't ever need changing or removing. Examples may include visual timetables, preparing for transitions or change, pre-teaching, reward charts or specific behaviour plans.

## 6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- Phones should be handed in to the class teacher and stored securely during the school day

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 7.2 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.

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

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise and/or stickers
- Recognition board in every classroom to celebrate those children's behaviours that meets or exceeds expectations
- House points issued
- Positions of responsibility such as sports captains, house captains, anti-bullying ambassadors, school councillors, worship warriors
- Communicating praise to parents/carers
- Public praise in celebration assemblies
- Visiting the headteacher or member of the senior leadership team for recognition
- Always hot chocolate with the headteacher

Further information about the school's use of praise and rewards can be found in appendix 2.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.



When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Slip or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Further information about the school's sanctions can be found in appendix 2.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- 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/carers (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.

Staff take account of national and locally agreed procedures/recommendations, when dealing with this issue.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## 7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 7.7 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
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

## **7.8 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.

## **7.9 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 or delegated member of the leadership team 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.

## **7.10 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.

# **8. Serious sanctions**

## **8.1 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

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 who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for the remainder of that teaching session up to a maximum of 1 hour.

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.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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 in the behaviour log.

## 8.2 Suspension and permanent exclusion

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.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 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 any substantial disadvantage to a disabled pupil being 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. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (central area/ library/ wellbeing hub/ oast room) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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.

## 9.3 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/carers to create the plan and review it on a regular basis.

## 9.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

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

The school strategy for reintegrating pupils may include:

- Reintegration meeting
- Daily contact with a named person of the senior leadership team
- A report card with personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation

The data will be analysed every term by the headteacher and the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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 them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- Online Safety policy
- Acceptable Use policies
- Well Being Policy



## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2: Praise and Rewards/ Sanctions

Praise and Rewards				
Praise/ Reward	Example behaviour	Why?	What?	When?
Immediate verbal praise	Expected behaviours linked to the Bub Way (see above)	Personal recognition to reinforce expected positive behaviour	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced e.g. Well done to this table who I can see have their chairs tucked in and are looking at me	Daily
Recognition board	Expected behaviours linked to the Bub Way (see above)	Public display of pupils demonstrating positive behaviours in the classroom	A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours.  The behaviour being focused on should be set either daily or weekly and should be linked to the relentless routines.  Names are not removed from the board.  Pupils can nominate each other to be put on the board.  The board is reset daily/ weekly.	Daily
House points	Consistent maintained examples of expected behaviour linked to the Bub Way in one session or across sessions	Community reward for over and above expected behaviour and learning	House points should be given one at a time and linked to a specific behaviour or piece of learning and clearly explained.  They are collected in the classroom and collated weekly by house captains. Certificates are given to pupils with 50+, 100+, 150+ and 200+ house points in a school year.	Daily
Postcards home	Consistent maintained examples of expected behaviour linked to the Bub Way in one session or across sessions. This includes behaviour in which the child makes not only the right choices in their own behaviour but also supports the behaviour or wellbeing of others in the process	Personal reward for over and above expected behaviour and learning	A member of staff can choose to write a postcard home for a child who shows above and beyond expected behaviour. This should have a clear explanation and description of the behaviour (linked to the BuB Way).	Termly



Celebration assemblies	Specific examples of behaviour and learning from across the week that link specifically to the BuB Way.	Public recognition of children who demonstrate and 'live' the relentless routines	Star of the week certificates given each week by adults in the class.	Weekly (Friday)
Always hot chocolate	Consistent maintained examples of expected behaviour linked to the Bub Way over weeks	Recognition for those children who always make the right choice	One child from each class will be selected each term to have hot chocolate with the Headteacher.	Termly

Sanctions						
Step	Example behaviour	Why?	How?	What? (Actions/ Scripts)	Who?	When?
Re-direction	Low level disruptions which may include  Not following a routine  Interrupting and making noises  Calling out	To direct attention to the expected behaviour	Non-verbal redirection  Positive group redirection, highlighting positive examples of behaviour in the classroom  Reminders for the whole group or class	Hand gestures, eye contact, intentional break mid-sentence, use of recognition board to highlight expected behaviours, use of house points for outstanding behaviour  Anonymous individual redirection e.g. I'm waiting for 2 more pairs of eyes	Adults in class	Immediately
Correction	Repeated low level behaviour which may include calling out, not following instructions	To make the pupils aware of their behaviour and clearly outline the consequences if they continue	Verbal feedback linked to the 3Rs, making it clear how the behaviour can be corrected  A clear verbal description of the solution and purpose	Private individual correction e.g. I've noticed that ... You know the BuB Way.  Quick public correction e.g. 'Sally, I need your eyes'	Adults in class	Immediately
A slip home	Not completing	To reinforce	A written note home	Explain a note is being written as the	Adult in class	The day of

	tasks due to continued low level disruption	high expectations of work to be completed	saying that the child has fallen below expectations today	behaviour today has fallen below expectations, a chance for this to be reversed if behaviour can be turned around.		the lesson
Beyond this point any sanction should be recorded and parents informed.						
Time out with SLT	Continued disruption or hurting others through language used, bullying, physical confrontation and general behaviours beyond above example behaviours.	To give the pupil a chance to reflect away from others and to ensure other children are safe and able to learn	The pupil has time out with a member of the leadership team	Member of SLT called or child taken to member of SLT by classroom staff  Child to spend time reflecting on their behaviour. Completion of work and or a restorative conversation  Parents informed	SLT members	At some point on the same day
Individual behaviour plan	Struggling to reasonably regulate behaviour on a regular basis (continued poor, harmful or dangerous behaviour)	To ensure other children and staff are safe  To support the child's behaviour with specific strategies	An individual behaviour plan will be drawn up	Individual behaviour plan put into action	Class teacher and one or more members of the SLT	As agreed by staff involved and then reviewed weekly

## Appendix 3: behaviour log

### Boughton-under-Blean & Dunkirk Methodist Primary School

#### Behaviour Log



Observed By	Date, time & place	Action	Behaviour	Consequence

**Appendix 4: Slip home to parents**



Your child \_\_\_\_\_

has not shown the 'Bub Way' in school today by

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Signed:

Date:

## Appendix 5: Individual Behaviour Plan

**Boughton-under-Blean & Dunkirk Methodist Primary School**

### Individual Behaviour Plan



<b>Pupil Name-</b>	
<b>Year Group/ Teacher-</b>	<b>Plan Created By-</b>
<b>Date Plan Starts-</b>	<b>Next Review Date-</b>
<b>Challenging Behaviour</b> What does it look like? How often does it happen? How long does it last?	<b>Targets</b> What are we working towards? How do we get there?
<b>Strategies for maintaining positive behaviour</b> How do we maintain positive behaviour? What does the pupil like? <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivators</li> </ul>	<b>Triggers and warning signs</b> What triggers might cause an incident? How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for</li> <li>How to respond (reminders, alternative environment)</li> </ul>
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do</li> <li>Phrases to use</li> <li>Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
<b>Behaviour plan evaluation and next steps:</b> How effective is the plan? Record suggestions to be considered when this plan is reviewed.	