

Policy

Bradfield CE Primary School

Behaviour Policy



At Bradfield we are

LEARNING TO LIVE, with respect, courage and kindness

'Serve one another, humbly in love' Galations 5:13

Policy Name	Behaviour
Brief Description:	This policy covers how the school deals with behaviour
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Behaviour Steps Document, SEN Policy, Child Protection and Safeguarding, Anti-Bullying Policy, Exclusions Policy
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	3 rd October 2023
Frequency to be reviewed	Annually
Latest Date for Next Review:	October 2024
Version + Schedule of Amendments:	Amended July 2020 Amended October 2022 Policies combined and re-written Nov 2022 Behaviour Steps added Nov 2023
Signed:	
Position:	
Date of Signature:	

Our school's strong Christian ethos and values underpin all we do at Bradfield CE Primary School. We encourage our pupils to be caring, supportive and demonstrate our values at all times. We recognise that behaviour, whether good or bad is communication.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." *EYFS September 2014*

"Children and young people value themselves, their families, and other relationships, the wider groups to which they belong, the diversity in society and the environment in which they live." *National Curriculum 2014*

Our policy is underpinned by the principles of Therapeutic Thinking – this is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

Aims of this Policy and the Therapeutic Approach at Bradfield Primary School

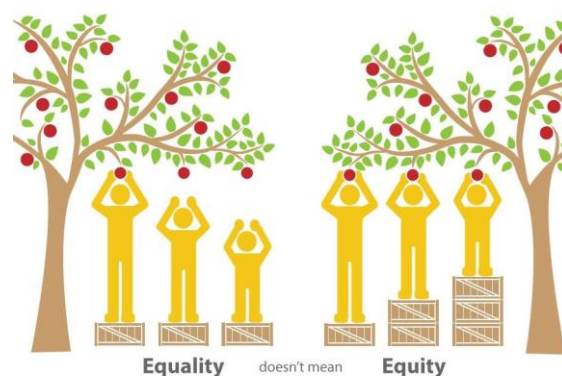
- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of all pupils
- To reduce and eliminate exclusions
- To support consistency within services in West Berks

A Therapeutic View

Positive experiences create positive feelings. Positive feelings create positive behaviour.

Negative experiences create negative feelings. Negative feelings create negative behaviours.

Equity vs Equality



Equality is treating everybody the same. Equity is giving everyone what they need to achieve success.

This behaviour policy is for the majority of children in our school. In addition, some children may require a Therapeutic Plan to formalise strategies that differentiate from the policy.

Teaching Behaviour

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with the staff)
- Role modelling (this is essential – we have to show children how to ‘play nicely’ (for eg) by playing with them)
- Consistency
- Educating children on the impact of antisocial behaviours on themselves and others.
- Routines
- Prioritising prosocial behaviour (needs to be really valued in every child – thanking them and showing appreciation)
- Planning alternatives to antisocial behaviour.
- Reward and positive reinforcement (not bribery)
- Feedback and recognition (give feedback when something has not been asked for)
- Comfort and forgiveness

The function of behaviour

All behaviour has a function. Function is what the behaviour is communicating. One behaviour may have more than one function.

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction)
- Tangible (to obtain something or someone)

Types of Behaviour

Prosocial behaviour

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Prosocial behaviour can be defined as the ‘absence’ of antisocial behaviour.

The best examples are behaviours that demonstrate our school values; courage, respect and kindness.

Unsocial Behaviour and Anti-Social Behaviour

Unsocial and anti-social behaviour will be dealt with following our school’s ‘Behaviour Steps’ document which clearly states how unsocial/antisocial behaviour should be dealt with by staff. This starts at step one and goes up to step five. This document sets out protective and educational consequences, which could be used by staff as well as when and how parents are communicated with.

Consequences

Incidents of antisocial or unsocial behaviour should be followed by a consequence. The consequences fall into 2 categories – Educational or Protective

Protective consequences: removal of or limited freedom to manage harm to self or others

e.g. As a consequence of your behaviour at playtime, to keep others safe , you need to stay in until you can behave appropriately. Protective consequences are further supported through the **4 Rs (Recovery, Revisit, Reflect, Repair)** which provide opportunity for the pupils to learn from experience.

Educational Consequences

These are consequences put in place by staff to help children learn and to avoid repetition.

e.g. As a consequence of not having finished your work in class you will have the opportunity to finish it at playtime/ finish your work at home.

Children need support to repair. This could be through the following examples-

- Third person role play
- Social stories
- Road maps/ Comic strips
- Restorative meetings

Our response to behaviour

The school uses a positive behaviour strategy and all children are rewarded for good behaviour through a range of techniques including verbal praise, stamps, stickers and privileges etc

The response of adults to different types of behaviour is critically important.

A child displaying inappropriate behaviours may be in a very heightened, anxious state — their behaviour may be a cry for help. Our role is to provide therapeutic responses which prioritise prosocial feelings.

As the adults we should consider:

- Is the behaviour out of character?
- What external stimulus may have caused this behaviour?
- How best can the behaviour be managed positively?
- What impact is this having on the learning or safety of others?

School exclusions

Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child. (See the school's Exclusion Policy for more details).

Small Garden

A small garden is an alternative approach for pupils who are socially withdrawn; those displaying anti-social behaviour; or those who may otherwise be on a trajectory towards exclusion. Teachers can identify a small group of pupils who might benefit from a different approach outside of the classroom. This move is intended to protect the physical safety, wellbeing or opportunities of pupils in the small garden, and within the classroom.