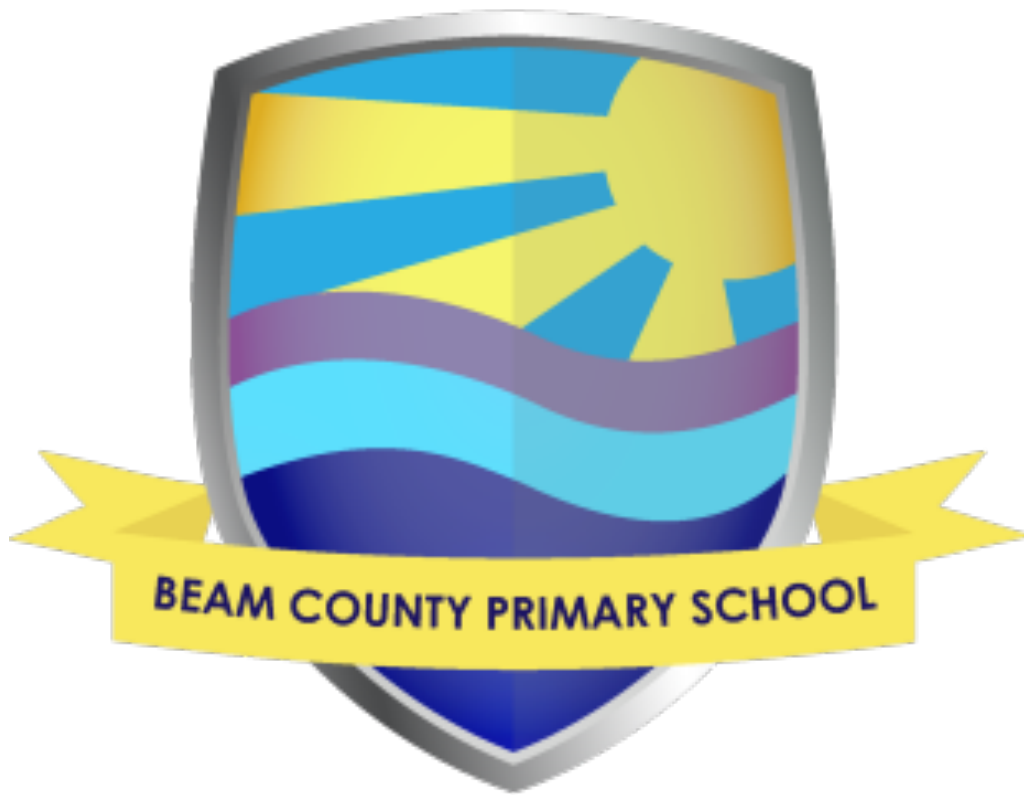


Behaviour Policy



Approved by:

Date:

Last reviewed on: 18th March 2026

Next review due by: 18th March 2027

“Getting the culture right is pivotal. With the right culture, the strategies that are used become less important. The culture is set by the way that the adults behave.” (Paul Dix)

Beam County Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Ready, Respectful and Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

This policy should be read alongside the school’s Restrictive Interventions and Positive Handling Policy, which outlines the procedures for the lawful use of reasonable force, restraint, restrictive interventions and seclusion where necessary to ensure the safety of pupils and staff.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To understand that there may be times when consideration should be given to behaviour as communication, for instance when children have special educational needs.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, resilience, respect, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

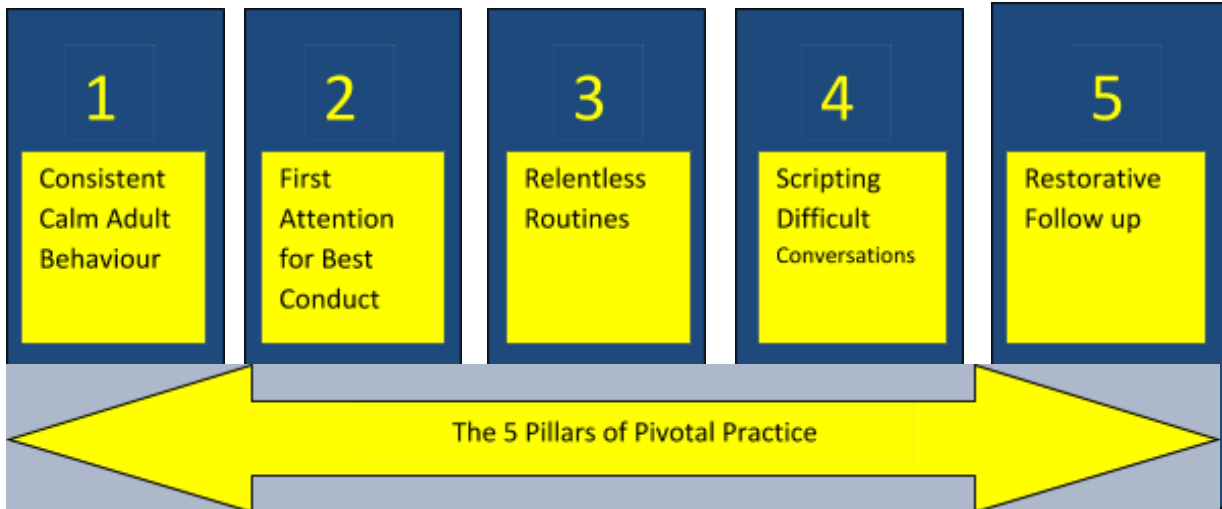
This policy should be read alongside the school's Restrictive Interventions and Positive Handling Policy, which outlines the procedures for the lawful use of reasonable force, restraint, restrictive interventions and seclusion where necessary to ensure the safety of pupils and staff.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours *“When the adults change, everything changes”* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to **‘Ready, Respectful, Safe.’**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge, and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Recognition boards)
6. Be **calm** and give ‘take up time’ when going through the steps.
7. **Prevent** before sanctions.
8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are not behaving in ready, respectful, or safe ways.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are expected to stand alongside colleagues to support, guide, model, and demonstrate unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders, and learners whose effort exceeds expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Go4Schools or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Beam County Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. A quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages via Go4Schools for behaviour that is "over and above".

For EYFS and KS1 only: Positive rewards may take the form of:

- Stickers
- Go4Schools House Points
- Star of the week
- Certificates

KS2:

- Recognition Board
- Stickers
- Go4Schools House Points
- Certificates

Celebration Assembly (Headteacher's award)

Our Headteacher Award celebration is half-termly, where one child from each class will be chosen **by their class teacher**. The child will have consistently gone "**over and above**" our school rules and values during that half term.

Managing Behaviour

Engagement with learning has always been our primary aim at Beam County Primary School. For most learners, a gentle reminder is all that is needed. In some situations, a pupil may be temporarily removed from the classroom in order to regulate their behaviour. This may include a short period in another classroom, nurture space or calm area (“cool off”). This is a supportive behaviour management strategy and should not be confused with seclusion, which is governed by the Restrictive Interventions and Positive Handling Policy.

However, steps should always be followed with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given time to demonstrate the expected action in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. In the first incident, staff will deal with behaviour before escalating. Staff will use the steps in behaviour to deal with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	<p>Gentle encouragement, a ‘nudge’ in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the Learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. “stop, think, make the right choice” “think carefully about your next step”</p>
3) Last Chance (5 minutes after class for restorative conversation/ 10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <p>I have noticed that you are... (having trouble getting started, wandering around etc.) right now.</p> <ul style="list-style-type: none"> • At Beam Primary, we... (refer to the 3 school rules – ready, respectful, and safe) • Because of that you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous Positive behaviour)?

	<ul style="list-style-type: none"> • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>If the warning is not heeded and the behaviour continues this must be recorded on Go4Schools. At this point, the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4) Cool Off	<p>Cool Off is a short period away from the classroom that allows a pupil to calm down, regulate their emotions and return ready to learn. This may take place in another classroom, nurture space, calm space or with a trusted adult.</p> <p>This is a supportive behaviour regulation strategy and should not be used as a disciplinary seclusion.</p>
<p>5)Repair Restorative Conversation</p> <p><i>(Appendix 2 – Restorative Practice Approach at Beam County Primary)</i></p>	<p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by a parent, and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Suspension</p>	<p>All negative incidents are recorded on Go4Schools.</p> <p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on Go4Schools.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on Go4Schools.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term suspension.</p>

Restorative Practice

We use Restorative Practices to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (*Beam County Primary's Sanction Steps – point 5*). Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation, and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the above-mentioned steps.

Understanding Behaviour as Communication for Children with SEND

Behaviour is always a form of communication. Understanding that children communicate through their behaviour allows adults to respond differently. There may be times when an ABC log (appendix 3) might be used to attempt to understand behaviour that occurs for children with SEND. An ABC log is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC log is to better understand what the behaviour is communicating. 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. 'B' describes the details of the behaviour, without judgement or assumptions. 'C' describes the consequence or what happens after the behaviour. Often the consequence or outcome of the behaviour can provide clues as to what the child is feeling, by showing what they may be trying to achieve (consequences can sometimes be reinforcing the behaviour in question). ABC logs will be used to record, understand, and support.

Wellbeing Statement

Beam County Primary School is a place where children are valued and cared for. Where they are kept safe, healthy and secure and where learning is achieved in a stimulating, fun and creative environment is high on the agenda. This policy is consistent with our school vision and values, which promote the wellbeing of our children. We develop children to be confident, lifelong learners and compassionate, respectful members of their community and the world.

Serious incidents

In the unlikely event that our behavior policy is not successful, the following sanctions may be enforced if necessary.

Serious incidents

Behaviour incidents are recorded on Go4Schools; any incidents the adult perceives as serious should be reported to a member of SLT.

Suspensions

We believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may decide to suspend them for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or Senior Leader to discuss the pupil's reintegration into school and the best way forward to support the child. Each day is new, and where a child has transgressed, they are expected to be welcomed and treated without any resentment when they return.

Exclusion

The Secretary of State for Education feels that exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Beam County Primary School agree with this stance, and all policies and procedures are in place to support the inclusion of all pupils.

As a result, an exclusion would only occur if allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Restrictive Interventions and Use of Reasonable Force

The use of reasonable force, restraint, restrictive interventions and seclusion is governed by the school's Restrictive Interventions and Positive Handling Policy. This Behaviour Policy outlines behaviour expectations and preventative strategies, while the Restrictive Interventions Policy provides the legal framework and procedures for the safe and lawful use of restrictive interventions.

Where reasonable force or restrictive intervention is used, the incident must be recorded in accordance with the Restrictive Interventions and Positive Handling Policy.

Action after an incident

- SLT will ensure that incidents are reviewed and investigated further if required.
- Staff and pupils will be given emotional support and basic first aid if any injuries have occurred.

Complaints

Any complaints will be investigated through the school's Complaints Policy.

Appendix 1 – Our Beam County Primary School Behaviour

Relentless Routines		
Wonderful Walking	Eyes on Me	
<p><u>Stepped Sanctions</u></p> <ol style="list-style-type: none"> 1. Reminder (3 rules) privately if possible 2. Caution (outlining behaviour and consequence) 3. Last Chance (30 second intervention) 4. Cool off (time in another class, nurture room, or child’s safe space) 5. Repair (restorative conversations) 	<p><u>Micro script</u> (30 second scripted intervention)</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble, getting started, wandering around, etc.) right now • <u>At Beam, we</u> (refer to the 3 school rules – ready respectful, safe) • Because of that you need to (refer to action to support behaviour (e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember last yesterday/last week when you (refer to previous positive behaviour) • That is who I need to see today/now • Thank you for listening ... then give the child some ‘take up time’ 	<p><u>Restorative Conversation</u></p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>
<p><u>Visible Adult Consistencies</u></p> <p>Meet and Greet</p> <p>First Attention to best conduct</p> <p>Calm and Caring</p>	<p style="text-align: center;"><u>Rules</u></p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>	<p style="text-align: center;"><u>Over and Above</u></p> <p>Values and Characteristics</p> <p>Effort</p> <p>Imitative</p>

Appendix 2 - Restorative Practice at Beam County Primary School

Definition

Restorative practices aim to develop community and manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children, and families to use RP to build community

Why use a restorative approach?

- Punishment does not meet the needs of those who suffered
- Maybe kudos or 'street cred' attached to the punishment
- Offenders do not have to face the full effects of their actions
- Offenders may feel isolated, and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, the child may be pushed down a road of exclusion and marginalisation. They may be removed from school but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3 - ABC Log



Antecedent – Behaviour - Consequence Log (ABC Log)



Name: _____

Observed by:	Date, Time & Place:	Antecedent Description of the environment and what occurred prior to the behaviour	Behaviour What the child did or said and how long the behaviour lasted	Consequence What happened immediately following the behaviour	Evaluation	Plan

Appendix 4 - Record of Restrictive Intervention / Use of Reasonable Force

100

BOUND AND NUMBERED BOOK v 10
RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned _____ Age: _____

Name of the person using the measure: _____

Names of any other people present: _____

Name of person completing this record: _____

Date: _____ Time: _____ Location: _____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

Humour Verbal advice and support Firm clear directions Negotiation Limited Choices Distraction Diversion

Reassurance Planned ignoring Contingent Touch Calm talking Calm Stance Patience Withdrawal Offered Withdrawal Directed Swap Adult Reminders about Consequences Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

Risk to Self Risk to Others Risk to Safe Physical Environment Risk to Safe Psychological Environment Prevention of Psychological Distress Prevention of Physical Harm Prevention of Criminal offence Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):

The effectiveness of the measure: _____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____

Any consequences of the use of the measure: _____

A description of any injury to the child concerned or any other person: _____

A description of any medical treatment offered or administered: _____

External Agencies Informed and supporting records: _____

Medical Referral _____ (Date and/or log number)

Social Worker _____ (Date and/or log number)

Health & Safety Report (RIDDOR) _____ (Date and/or log number)

LADO _____ (Date and/or log number)

Safer Schools Partnership Support Officer _____ (Date and/or log number)

Placing Authority _____ (Date and/or log number)

Responsible Parent _____ (Date and/or log number)

Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:

Name and signature of the person authorised to make this record: _____

Name, signature and designation of person monitoring the records: _____ Date Checked: _____

Page 124 of 124