



Beechcroft St. Paul's  
CE Primary School

# Behaviour for Learning Policy

To be read in conjunction with:

- DSAT Behaviour Policy
- DSAT Child Protection (Safeguarding) Policy
- DSAT Preventing and Tackling Bullying Policy
  - Anti-Bullying Policy

<b>Date created:</b>	September 2025	<b>Review period:</b>	1 year
<b>Date of next review:</b>	September 2026	<b>Written by:</b>	Beechcroft St Paul's SLT



**Introduction**

At Beechcroft St Paul's Primary School our approach to securing high standards of positive behaviour for learning and life is underpinned by our Christian Ethos and biblical foundation.

We seek to enable all of our children to make positive decisions and choices that individually and collectively support all to flourish, soaring with compassion together. We recognise that teaching and following clear and consistent routines, having high expectations and living out our school Christian Values all contribute towards this.








This policy has been created to provide a framework for staff, pupils and parents to understand and maintain an ethos of exemplary conduct. This will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is safe, respected, equally valued and able to flourish and learn well.

**Our Soaring Learners behaviour expectations**





**Beechcroft St Paul's Soaring Learners**


**We Soar with Compassion when we are:**  
**READY – RESPECTFUL - SAFE**

**Our SOARING Learning Behaviours make us READY:**

<p><b>Supportive</b></p>  <p>We work well <b>together</b> and <b>collaborate</b>.</p>	<p><b>Open-minded</b></p>  <p>We are <b>curious</b>, ask <b>questions</b> and try to <b>solve problems</b>.</p>	<p><b>Ambitious</b></p>  <p>We <b>strive</b> to be better than yesterday and take <b>pride</b> and <b>joy</b> in our learning.</p>	<p><b>Reflective</b></p>  <p>We think about how we are learning to make it better.</p>
<p><b>Independent</b></p>  <p>We help ourselves and <b>concentrate</b> on our learning</p>	<p><b>Never Give Up</b></p>  <p>We <b>persevere</b> and have a <b>can do</b> attitude.</p>	<p><b>Generous</b></p>  <p>We actively <b>share</b> our <b>learning</b> and <b>help</b> our classmates</p>	

**Our SMART routines help us to be RESPECTFUL and SAFE:**

<p>SMART Manners</p> 	<p>SMART Sitting</p> 	<p>SMART Walking</p> 	<p>SMART Lining Up</p> 
<p>Say please and thank you</p> <p>Wait patiently</p> <p>Use kind hands, feet and words</p>	<p>Voices off</p> <p>Sit up straight</p> <p>Track the speaker</p>	<p>Voices off</p> <p>Hands by your side</p> <p>Walk on the left</p>	<p>Voices off</p> <p>Register order</p> <p>Face the front</p>


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**Core Routines**

Routines are familiar actions or approaches that a teacher or a child uses on a regular basis in order to set the right climate for learning. Routines should be practiced until they become classroom norms.

In all cases it is important to define the **behaviour** and **responses** we expect for each routine with children.

**Behaviour is taught not told.**

*"Your instincts will tell you that you are wasting time [teaching routines], but the opposite is true. Look at it as*

*making an investment."*

### - Doug Lemov, 'Teach Like a Champion'

We have five simple routines that we expect everyone to follow:

SMART Lining up  
SMART Walking  
SMART Sitting  
SMART Manners

Routines for each classroom/activity must be clear and consistently reinforced (e.g. cloakroom, toilets, tidying up, drink bottles, changing for PE etc.).

### Principles behind routines

- **Low narration:** Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers acknowledge success.
- **Least invasive intervention:** When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously.
- **Plan what you want:** Be specific and teach routines e.g. how to hand books out, how to enter the classroom, how to line up, how to engage with partner talk, how to get ready for learning.
- **Tight transitions:** Interruptions are not part of the procedure: plan for and practise routines until the transition is tight and interruption-free.
- **Procedure is culture:** Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines.

### ACKNOWLEDGEMENT AND PRAISE

We want children to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging children for developing good learning habits. Children will be told individually and collectively (as a teaching group, class or year group) when they have met the expectations for good behaviour. We want them and their parents to know how they are doing with what is expected of them. Good behaviour will be recognised both informally and formally.

- Precise Praise
- House Points
- Personal phone calls to parents
- Weekly 'Celebration Assemblies'
- Annual Awards – Endeavour Cup winners in each class as well as others
- Student Leadership – Student Councillors, Sports Leaders, Collective Worship Crew and other opportunities

### Precise Praise

Staff will reinforce behaviours as specifically as possible.

### Differentiate Acknowledgement from Praise:

- **Acknowledge** when expectations have been met ("Thank you for being ready on time"; "I see that we're ready on time.")
- **Praise** when expectations have been exceeded ("I love that some people are going back and checking even though I didn't ask you to.")

## **Praising when expectations have simply been met undercuts those expectations**

### **Modulate and Vary Your Delivery:**

Generally, privacy is beneficial with critical feedback (as private as possible). With positives, unpredictability of form can make the feedback memorable and provide "cover" for critical private interactions. Pay attention to volume and degree of privacy and vary your delivery.

### **Use Learning Driven Praise:**

You can (and should) reinforce not only behavioural and social actions but academic ones as well. ("I see people carefully lining up the decimal place as they work. Well remembered.")

Note: This implies that positive reinforcement is something you can strategically plan into your lessons and your culture more broadly.

### **Genuine Positives:**

Children discount insincere praise and often read it as an indication that their work is inferior. Balance positive reinforcement with constructive criticism. Be honest and constructive. Talk to children directly (a quiet, "Thanks for working so hard, Jack.") as often as you talk 'about' them ("Jack is really putting our values into action today!").

### **Attitude to learning – Showing 'Values in Action'**

This will be celebrated every week during Collective Worship. Children that have gone above and beyond to live out our school values will be recognised and celebrated through the weekly values award.

### **Personal Phone Calls:**

A personal phone call will be used for particular achievements and are given in recognition of noteworthy effort or success. For example, continued outstanding effort, an act of outstanding citizenship and continued demonstration of our school vision and values.

### **Soaring Tokens – House Points:**

Each child belongs to a particular house: Nothe, Sandsfoot, Chesil and Jubilee. Each week, children are awarded Soaring Tokens for showing our school values or Soaring Learning Behaviours; these are then added to a collective house pot in the school hall. As a reward for earning the most points each half-term, the winning house will be provided with a celebration.

### **Annual Awards**

<b>Name</b>	<b>What is the Award for?</b>	<b>When is the Award given?</b>
Endeavour Cup	2 children from each year group who have shown excellent attitude towards learning.	End of year service in July

## **CONSEQUENCES OF POOR BEHAVIOUR**

To help prevent the need for consequences, staff will ensure the following:

- Positive relationships have been established with all children and staff.
- Expectations have been made crystal clear and the desired behaviours have been taught to the children.
- In the case of children requiring a slightly different approach, e.g. children with SEND, EHCPs, Children in Care, those with significant pastoral needs, individual approaches may be required where potential 'triggers' to poor behaviour choices are explored and managed. These children may fall outside of the remit of this policy and will be supported by the Inclusion Leader that is created in partnership with parents/carers.

At Beechcroft St Paul's Primary School, we aim to develop an aspirational culture where pupils are engaged in all aspects of school life and choose to behave in an appropriate manner. These behaviours are modelled by all adults at all times and children are supported to make the right choices by the adults in school. **Behaviour is taught not told.**

Pupils thrive best where there are respectful, trusting and appropriate interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with children are measured and respectful.

Staff will need to be proactive and positive in their approach to behaviour management. However, we understand there will be occasions when children don't make the right choices.

Teachers must not race through and issue consequences too quickly: the principal aim is to ensure children's learning is uninterrupted. Teachers need to make sure children are clear on what will happen if they choose not to follow school expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

### **What do we mean by poor behaviour?**

#### **Definition:**

At Beechcroft St Paul's Primary School we want to ensure that disruption to children's learning is minimal and a rarity. The typical types of lesson disruption include:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not engaging in the lesson, e.g. by not showing our learning behaviours

If a child disrupts the learning for themselves or others the teacher will follow the behaviour policy and assign the appropriate technique and/or consequence.

## **Dealing with disruption:**

### **Consequences for poor behaviour**

At Beechcroft St Paul's Primary School we have a clear consequence system for dealing with children who have behaved poorly within lessons. We understand that pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own learning or well-being or that of others there will be consequences to deter this behaviour followed up with supportive work to ensure long term changes in behaviour. This may also apply for incidents that happen off-site, before or after school.

<p><b>Playtime behaviours such as</b></p> <p>Being unsafe (e.g. rough play, play fighting, using equipment dangerously) Leaving others out purposefully Using unkind words</p>	<p>This will involve a 5 minute 'time-out' for children to calm and reflect on what they were doing and why it was unsafe. If necessary, it will involve a restorative conversation with those involved.</p> <p>If the problem persists, the child will miss the remainder of their play time and/or their next play time.</p> <p>In all incidents, the class teacher must be made aware of any play time incidents to ensure they can proactively deescalate any further problems that may arise.</p> <p>SLT are on duty each day to support.</p>
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### **Consequences for continued poor behaviour**

For those children who regularly disrupt lessons, there will be additional consequences:

- Parental meetings
- Being placed on a Behaviour Tracker by the class teacher
- Being placed on an Individual Behaviour Plan with support from SLT
- Being placed on a Pastoral Support Plan by SLT
- Re-teaching of routines and norms
- Internal/Fixed Term Exclusion
- Permanent Exclusion

### **Serious behaviour incidents**

Instances of poor behaviour will be dealt with swiftly. The school applies its processes and procedures for internal exclusions consistently. It follows DSAT policy on fixed term and permanent exclusions. In line with guidance, incidences of racism, homophobia and/or bullying will be recorded and reported.

### **Serious incident protocol**

When a serious incident has occurred at the school, the matter will be investigated. This will involve taking statements from children and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation, this may mean that children are removed from planned activities. When we have completed our investigation parents will be asked to attend the school to discuss the incident and possible ways of resolving the situation using a restorative approach.

### **Respect for adults**

At Beechcroft St Paul's Primary School, adults will treat all pupils with respect and we therefore believe that all adults working within the school deserve a high level of respect from children at all times.

We will not tolerate:

- Children publicly disagreeing with a member of staff's consequence (verbal or non-verbal)
- Children failing to follow staff's instructions

- Children making disrespectful comments about a member of staff
- Children making disrespectful comments towards a member of staff
- Children being aggressive towards staff

A student can ask to speak with the member of staff in private (at a time convenient for the member of staff).

### **Internal, Fixed and Permanent Exclusion**

We follow the DSAT policy which can be found at: <https://www.dsat.org.uk/policies-and-templates/>

### **Bullying (Please refer to the anti-bullying policy)**

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE (SCARF scheme), class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Restraint and use of reasonable force**

The law states that any member of staff may use reasonable force to prevent a pupil from:

- Committing a criminal offence;
- Causing personal injury or damage to property;
- Prejudicing the maintenance of good order and discipline.

It is always unlawful to use force as a punishment.

Force is only used as a last resort and therefore the variety of strategies detailed in this policy are in place to minimise the need for physical restraint.

Force may be used for two reasons: control and restraint.

Control – can be passive physical contact; e.g. standing between two pupils or blocking their path, or active physical contact; e.g. leading a pupil by the hand or arm or ushering a pupil away.

Restraint – the physical prevention of a child from continuing to do what they are doing when they have been told to stop.

When faced with an incident and before force is used, staff should:

- Send for adult help;
- Act calmly and in a measured manner;
- Show no anger or frustration;
- Talk constantly and assertively to the pupil, repeating instructions and telling him/her what they are about to do and why;
- Give a commentary to other adults in the vicinity about what you are doing and are going to do;
- Never meet a child's anger with your own – a child who has lost control needs to be met by an adult who is calm and rational;
- Minimise all danger to others.

### **Recording and Reporting Incidents**

Behaviour levels 3 and 4 are recorded on Arbor. This enables senior staff to identify patterns of behaviour and offer support.

- A 'reintegration' meeting will be held with the child and parent(s) upon their return to school following a Fixed Term Exclusion.
- Incidents will be reported to the Academy Standards and Ethos Committee via the termly Headteacher's report.

All academy staff have the authority of the Head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

### **Pastoral and Inclusion**

Beechcroft St Paul's Primary School is an inclusive school and admits pupils with a variety of special and additional needs. The school always works closely with external agencies and families to ensure that individual children are supported effectively. The school will make reasonable adaptations to accommodate children's behavioural needs to help them to make choices that will enable them to be successful in school.

For pupils who struggle to regulate their behaviour, but who do not have a special educational need or disability, there are three waves of pastoral support at Beechcroft St Paul's Primary School.

It is vital to intervene at the earliest opportunity to ensure each child receives the most appropriate support to prevent exclusion. This may include writing a 'Pastoral Support Plan' or 'Predict and Prevent Plan'.

### **Wave 1: Behaviour Tracker**

- Work in collaboration with the class teacher, parent and child to identify the area/s of need and any triggers.
- Class teacher needs to check:
  - ✓ Rewards and sanction are being used appropriately to encourage positive behaviour.
  - ✓ The classroom environment/ where the child sits/ seating plan
  - ✓ Level of work is appropriately pitched/ access to the curriculum
- The meeting will consist of an assessment of need through discussion with staff and parents. It is important at this stage to evidence the child's views and any changes which might affect their behaviour.
- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.
- The review date will be set 2 weeks from the initial meeting.
- Review – If targets have not been met, they may be adjusted for a further 2 week period or escalated to wave 2.

### **Wave 2: Individual Behaviour Plan**

- For pupils at risk of fixed term exclusion.
- A meeting will be held with SLT/pastoral team to discuss the child's behaviour and look at the behaviour incidences.
- Look at for patterns for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.
- Targets are set and agreed, these will be checked and reviewed every 2/3 weeks.
- The pupil's behaviour will be monitored, e.g. using a home-school communication book or regular end-of-day communication with the parent(s), with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.
- It may be necessary to engage with external agencies to seek and offer further support (see list below, detailed under 'wave 3')

### **Wave 3: Pastoral Support Plan**








- For pupils who have been placed on fixed term exclusions, and who may be at risk of permanent exclusion, or who are at risk of disengagement from education.
- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.
- Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:
  - Behaviour Support Services
  - Education Welfare Officer
  - Education Psychology Service
  - Health Service (including Mental Health)
  - Social Services
  - Youth Offending Team
  - Other agencies offering specific, targeted support

### **RESTORATIVE CONVERSATION**

To ensure children are made fully aware of their behaviour choices and the impact these have had, a restorative conversation will need to take place between the child/ren involved, led by the adult. We use the emotion coaching to structure a conversation and will hear both/all sides of the story if necessary. We give the child time to

accept responsibility for their actions and give them time to repair with others involved.

#### SOARING Learning Behaviours

	<b>Supportive:</b> we work well together and collaborate
	<b>Open-minded:</b> we are curious, ask questions and try to solve problems.
	<b>Ambitious:</b> we strive to be better than yesterday and take pride and joy in our learning.
	<b>Reflective:</b> we think about how we are learning to make it better.
	<b>Independent:</b> we help ourselves and concentrate on our learning.
	<b>Never give up:</b> we persevere and have a 'can do' attitude.
	<b>Generous:</b> we actively share our learning and help our classmates.