Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Beechcroft St. Paul's
CE Primary School

BEHAVIOUR POLICY

Policy Date: July 2024

Review Date: July 2028

This policy is to be adapted by each school

'Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.' – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour curriculum and policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law-abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

Beechcroft St Paul's

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." - Pam Leo.

At Beechcroft St Paul's CE Primary School, our approach is rooted in Therapeutic Thinking and Emotion Coaching, approaches which apply across the school, including Eden, with responses adapted to age, development and individual needs.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach

- To involve all of the Academy community in making and celebrating the behaviour expectations through a clear and progressive behaviour curriculum
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to discuss and promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues
- To actively teach pupils and adults about behaviour
- For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.

3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.

3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:

- Deliberately notice something new about each child.
- Focus positive attention on effort, not achievement.
- Avoid telling children how their negative behaviour makes you feel.
- Avoid shouting.
- Introduce and develop non-verbal cues.
- Focus positive praise on those going beyond expectations.
- End each lesson or session with positive reflections and reinforcements.

3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities to teach this and for them to make independent choices and become increasingly responsible for their own actions.

Beechcroft St Paul's Universal Provision and Graduated Response to Behaviour

Universal Provision

At Beechcroft, positive behaviour begins with strong relationships and a sense of belonging. Class teams welcome children into their classrooms, while senior leaders and Family Liaison Officers are available outside each morning. Adults get to know children well, notice changes and offer reassurance and support before difficulties grow.

Across Eden to Year 6, adults use Emotion Coaching to help children recognise their feelings, feel understood and take the next safe step. Clear boundaries sit alongside calm, respectful responses. The agreed visuals support children to communicate what has happened, identify what they need and work towards being ready to learn.

Our SMART routines (appendix 1) explicitly teach children how to move around school, manage transitions and participate successfully in learning. Adults model, practise and revisit these routines. Our Core 10 teaching approaches (appendix 2) support engagement through clear explanations, live modelling, guided practice and positive framing. Staff check understanding and adapt teaching so that children can experience success.

Through SCARF PSHE, RE, collective worship and everyday interactions, children learn to ask for help, solve problems, express their needs and resolve disagreements. Zones of Regulation and grounding strategies provide shared language and practical ways to manage feelings, with adult support when needed. Specific praise, house tokens and opportunities to celebrate excellent work reinforce the behaviours we want children to develop.

Class teams lead this consistent daily offer, supported by the Inclusion Lead, pastoral staff and senior leaders. Where a child needs more than universal provision, the graduated response builds on these familiar relationships, routines and approaches.

Graduated Response to Behaviour

The graduated response builds on universal provision and increases support according to need. It is not a ladder of punishments: serious incidents or immediate risks require prompt senior leadership and safeguarding action without waiting through each stage.

All staff on playground duty must have the agreed behaviour visuals (appendix 3) with them and use them to support children.

The agreed graduated response must be used with all children, from Eden to Year 6, with communication and support adapted to age and individual needs. Before requesting SLT support, staff must first use the visuals to unpick what has happened and support the child. If the situation is unsafe, SLT can be called immediately; using visuals must not delay action to keep people safe.

Behaviour incidents are logged on Arbor must use the ABC format, with clear A, B and C lettering in the entry:
A – Antecedent: record the lesson or context, what the child was doing, the instruction or demand given, and anything else relevant before the behaviour.
B – Behaviour: record what happened factually, how the child said they were feeling and who was involved or affected. Distinguish the child's account from adult observations.
C – Consequence: record the adult response and immediate outcome, what needs to happen to put things right, the educational and/or protective consequence, and the agreed "Next time I could…" response.

Stage 1 Emotion coaching and live scripts. Adults use Notice–Connect–Support: notice the child's emotional state, acknowledge the feeling and guide the next safe step while holding a clear boundary. For example: "I can see you are frustrated. I am here to help. I cannot let you hit. Let's move here and work out what will help." During heightened emotion, staff use brief language and prioritise safety and co-regulation. They use agreed live scripts, calm reminders and non-verbal cues, checking

understanding and whether the task or environment needs adapting. Once the child is ready, staff use the Ready to Learn process described under section 5.2 to support reflection, repair and progress.

Stage 2 Predict–Prevent–Progress. Where difficulties recur or Stage 1 is insufficient, the class team works with the Inclusion Lead and relevant pastoral staff, involving the child and family. Predict: review Arbor records and use anxiety mapping to identify triggers, early signs and situations linked to difficulty, considering learning, communication, sensory and emotional needs. Prevent: agree changes to teaching, transitions, routines and the environment, alongside trusted adult support and consistent scripts. Progress: identify skills to teach, set a small number of measurable outcomes, allocate responsibilities and agree a review date. The plan records what adults will do and is shared with staff working with the child.

Stage 3 Pastoral Support Plan. For significant or persistent difficulties, the Inclusion Lead coordinates a PSP with senior leadership oversight, bringing together the child, family, class team, pastoral staff and relevant specialists. The PSP uses Plan–Review–Flourish and records strengths, needs, child voice, preventative adjustments, skills to teach, adult responses, responsibilities, measurable goals and review arrangements. It complements SEND and safeguarding plans and includes an individual risk assessment where needed. Reviews examine what support was actually delivered and its impact on learning, safety, relationships and wellbeing, alongside the frequency, severity and recovery time of incidents. Provision is adjusted or specialist advice sought where progress is limited; successful support is reduced gradually.

Restorative conversations take place when children are ready and may use visuals, drawing or supported communication. Repair can include putting resources right, supported practice or completing missed learning with help. A child who has been harmed is not required to meet, forgive or accept an apology. Staff attend to the wellbeing of everyone affected and check that safety has been restored.

Reasonable adjustments may include additional processing time, reduced language, visual communication, adapted tasks, planned breaks or supported transitions. Staff consider whether a child understood and could meet the expectation before applying a sanction, coordinating support with SEND learning reviews and provision mapping. Eden and Reception use developmentally appropriate co-regulation, play-based modelling and practice.

Bullying, discriminatory behaviour, sexual harassment or violence and other serious concerns follow safeguarding and relevant Trust procedures alongside behaviour support. The designated safeguarding lead is informed of safeguarding concerns. Following a suspension, staff plan reintegration with the child and family and review support and risk assessments. Informal exclusions, including sending a child home to cool off without a formal suspension, are not used.

4. Rewards

4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.

4.2 We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Academies will have their own systems in place, linked to their behaviour curriculum and their vision and values, to honour positive learning behaviours and achievements.

Rewards at Beechcroft St Paul's

Adults recognise positive behaviour and learning as it happens through specific praise, positive feedback, stickers and house tokens. Feedback names what the child has done and why it matters, recognising effort, progress, kindness and excellent work. Successes are also shared with families.

Our house token system and house jar celebrations recognise children's contributions to the school community. Weekly Star of the Week recognition and merit awards celebrate positive behaviours and excellent work. Children share their achievements with subject leaders and senior leaders, while teachers use show call in class to highlight successful work and help others learn from the example. Recognition is accessible to children with additional needs through appropriate adjustments.

Children belong to one of four houses: Nothe, Jubilee, Sandsfoot or Chesil. Adults award house tokens to recognise positive behaviour, effort and contributions to the school community. Each week, classes bring their house jars to Celebration Worship, where the tokens are added to the whole-school jar for each house. When a house fills its jar, its children celebrate with a non-uniform day. This shared achievement helps children see how their individual choices contribute to their house's success.



These rewards help children recognise their strengths and develop pride in their choices and achievements. Adults encourage children to reflect on how their actions help their own learning and make a difference to others. Over time, we aim to build intrinsic motivation: children increasingly choose to persevere, act kindly and do their best because they value these behaviours as part of who they are — "This is just who I am."

Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

5.1 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. it is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating space for honest reflections. All children should be given the opportunity share their viewpoint.

5.2 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative Five':

1. What happened?
2. What were you thinking at the time and what have you thought since?
3. How did this make people feel?

4. Who has been affected?
5. What do you need to do now so that the harm can be repaired?

Beechcroft St Paul's Ready to Learn

At Beechcroft, section 5.2's restorative questions are used through our Ready to Learn process: Reflect, Repair, Progress. Adults use the agreed Behaviour Support Visuals (Appendix 3) when the child is ready to reflect, adapting support to their communication and regulation needs. Language is kept to a minimum at all points.

Reflect: use the visuals to explore what happened, how the child was feeling and who was involved or affected, alongside the context and any instruction or demand given.

Repair: agree what needs to happen to put things right, including an appropriate educational and/or protective consequence and support for those affected.

Progress: agree "Next time I could…" and practise a safer response, using the Teach, Breathe, Engage, Connect and Focus prompts as appropriate to support a successful return to learning.

The discussion and response are recorded on Arbor using clearly labelled A – Antecedent, B – Behaviour and C – Consequences.

5.3 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.

5.4 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

5.5 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.

5.6 The following sanctions are permitted for use in the Academy:
- Non-verbal warnings;
- Informal verbal warning that is not recorded;
- Formal verbal warning that is recorded;
- Time out in the classroom;
- Time out outside the classroom environment supervised by another member of staff;
- Letter home to parents;
- Separate supervision during break or lunchtime.

5.7 In extreme circumstances, fixed term suspensions or permanent exclusions will be considered in line with the Exclusions Policy.

6. Monitoring and Evaluation

6.1 All sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- Vulnerable pupils (to include PP eligible and SEND)
- Age

6.2 This work forms part of our policy on Equal Opportunities.

6.3 Home / School agreement:

- Where an academy has this in place, every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.

6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

Logging Behaviour Incidents

Behaviour incidents and all sanctions more serious than an informal verbal warning are recorded on Arbor using clearly labelled A, B and C entries. Records describe context, observable behaviour, the child's account where available, adult response, adjustments, family communication and follow-up. Safeguarding concerns and actions are recorded separately on MyConcern; an Arbor record does not replace this.

7. Pupils' Conduct Outside the Academy Gates

7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

7.2 Non-criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for sanctions to be imposed on all pupils who are involved.

7.3 Staff may sanction pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

7.4 In all cases of misbehaviour, the teacher can only sanction the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

8.1 Staff have the authority to issue a detention to pupils.

8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.

8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent;
- Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.

8.4 The Headteacher can decide which members of staff can gives pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

9.1.2 The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force must be recorded and parents/carers should be informed.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

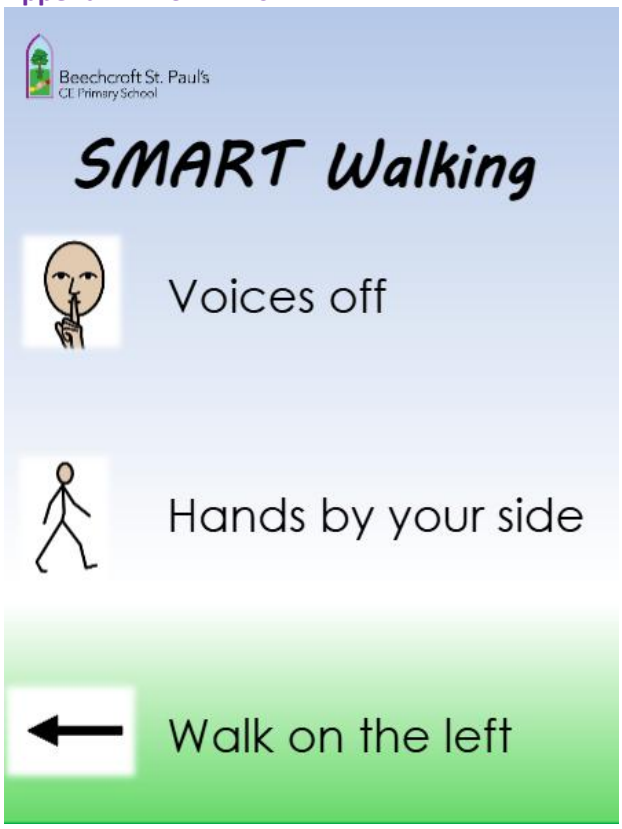
10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

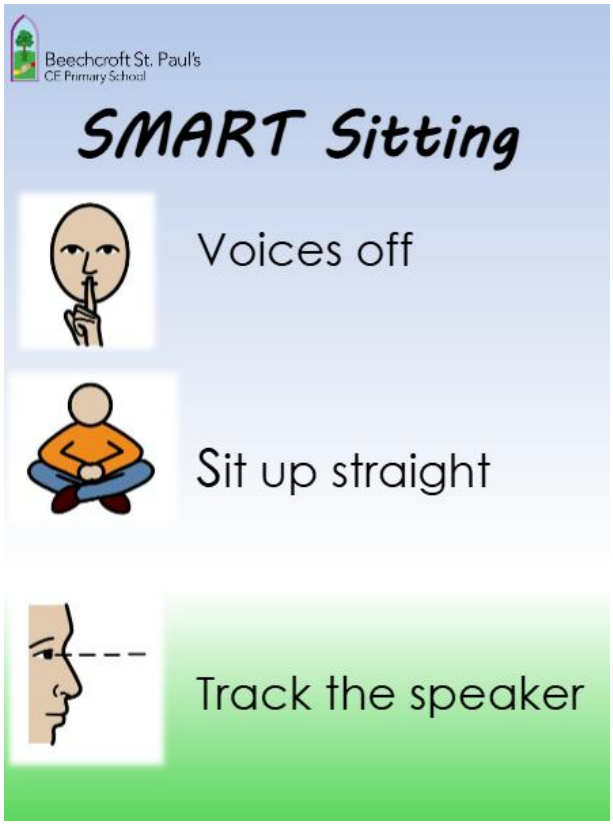
'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.' – Paul Dix, 'When Adults Change, Everything Changes'

11. Linked policies:

- Beechcroft St Paul's Anti Bullying Policy.
- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

Appendix 1 – SMARTs





Beechcroft St. Paul's CE Primary School

SMART Manners



Say please and thank you



Be gracious – open doors, wait



Use kind hands, feet and words

Beechcroft St. Paul's CE Primary School

SMART Lining Up



Voices off



Register order



Hands by your side

Appendix 2 – Core 10

Teaching and Learning Core 10

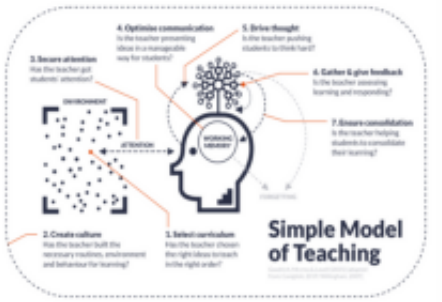
Beechcroft St. Paul's CE Primary School

Continued Professional Learning

Soaring with Compassion

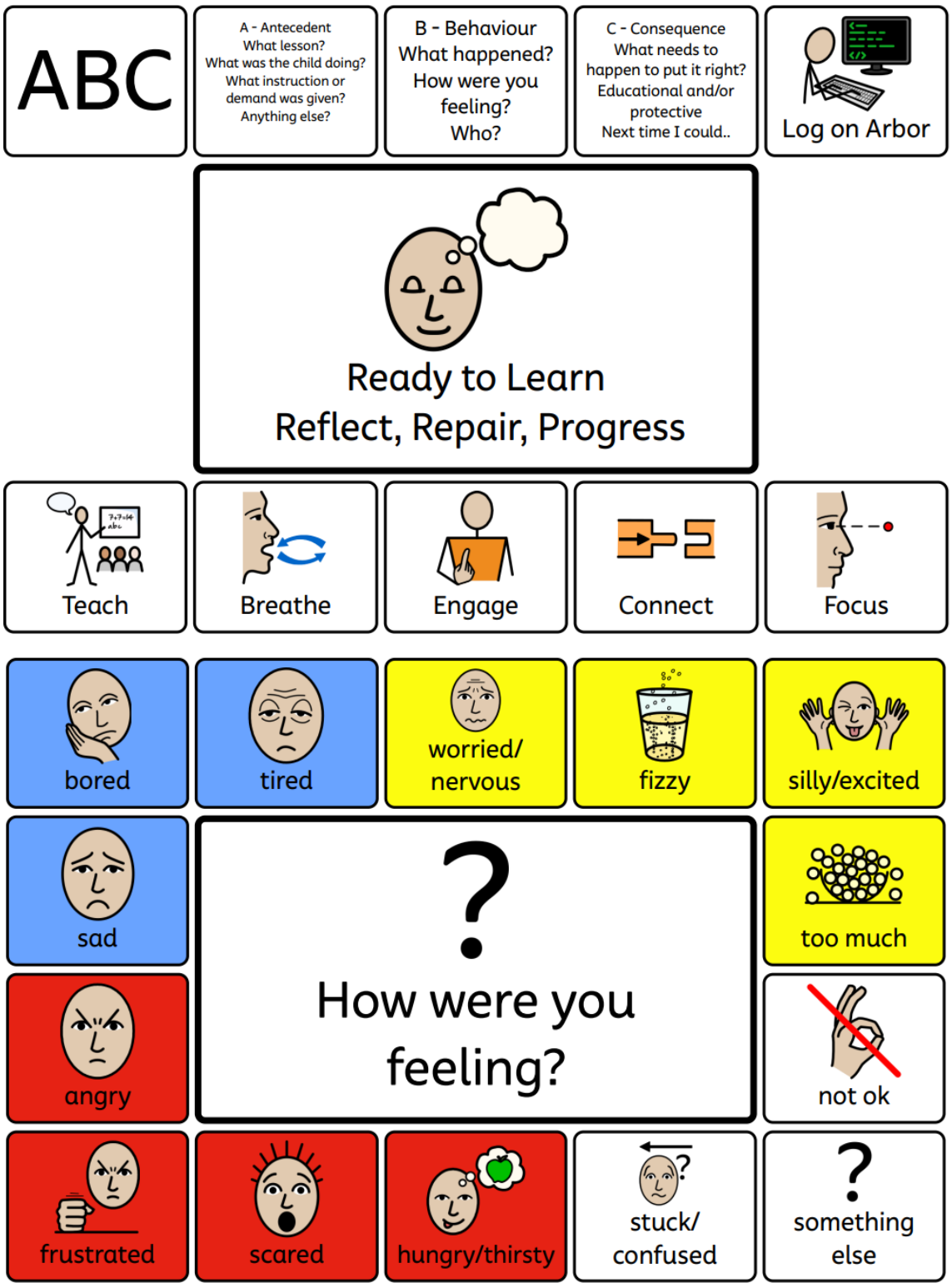
Why? Our rationale.

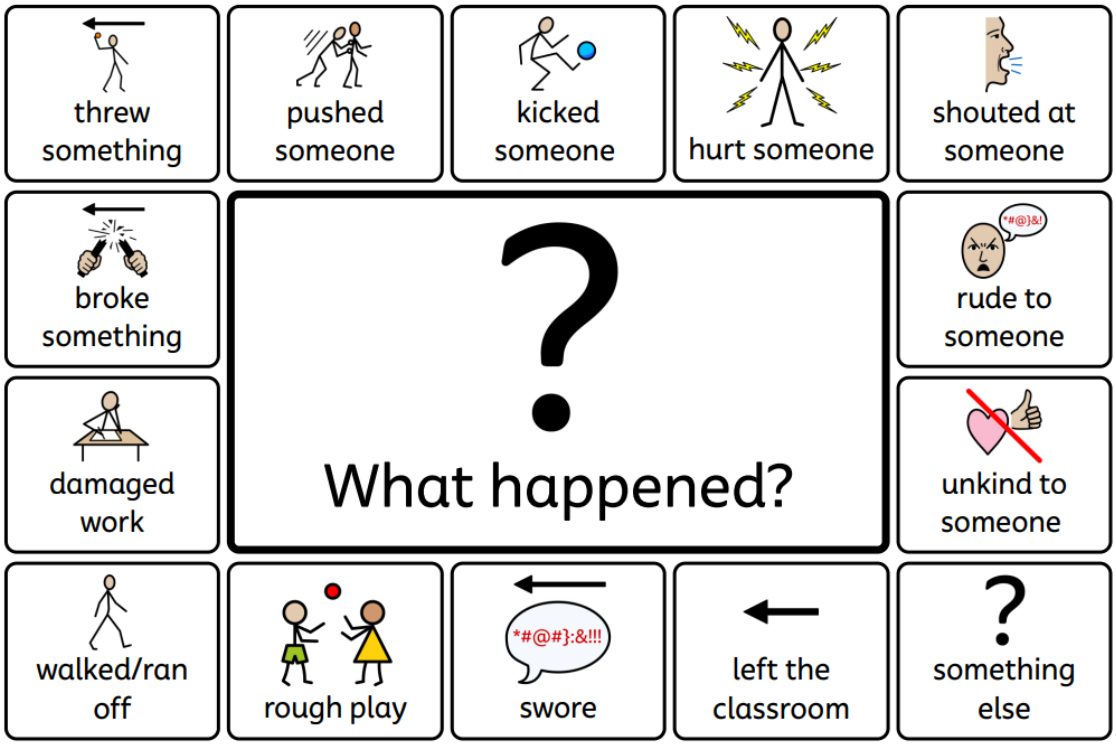
Our Professional Development Curriculum is based around our Core 10 expectations for all lessons and is our minimum expectation for teaching and learning you will find in all classrooms. The Core 10 are research informed practices that our used across all year groups in all lessons. They benefit all learners, especially disadvantaged pupils including SEND, Pupil Premium and EAL. Step Lab is used to break these down into smaller steps for rehearsal and to provide CPL for teachers.

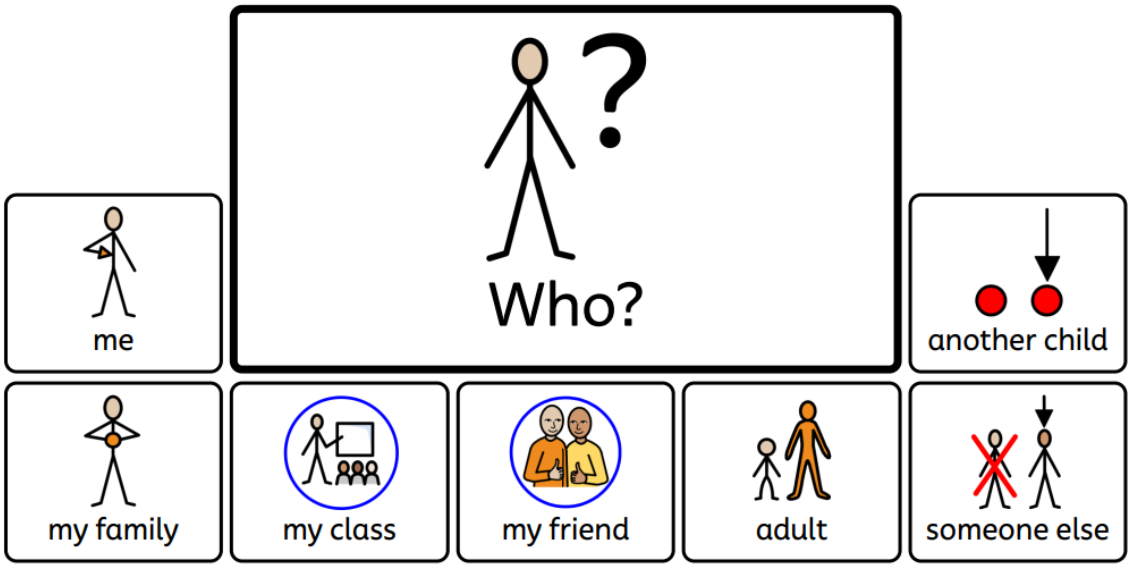


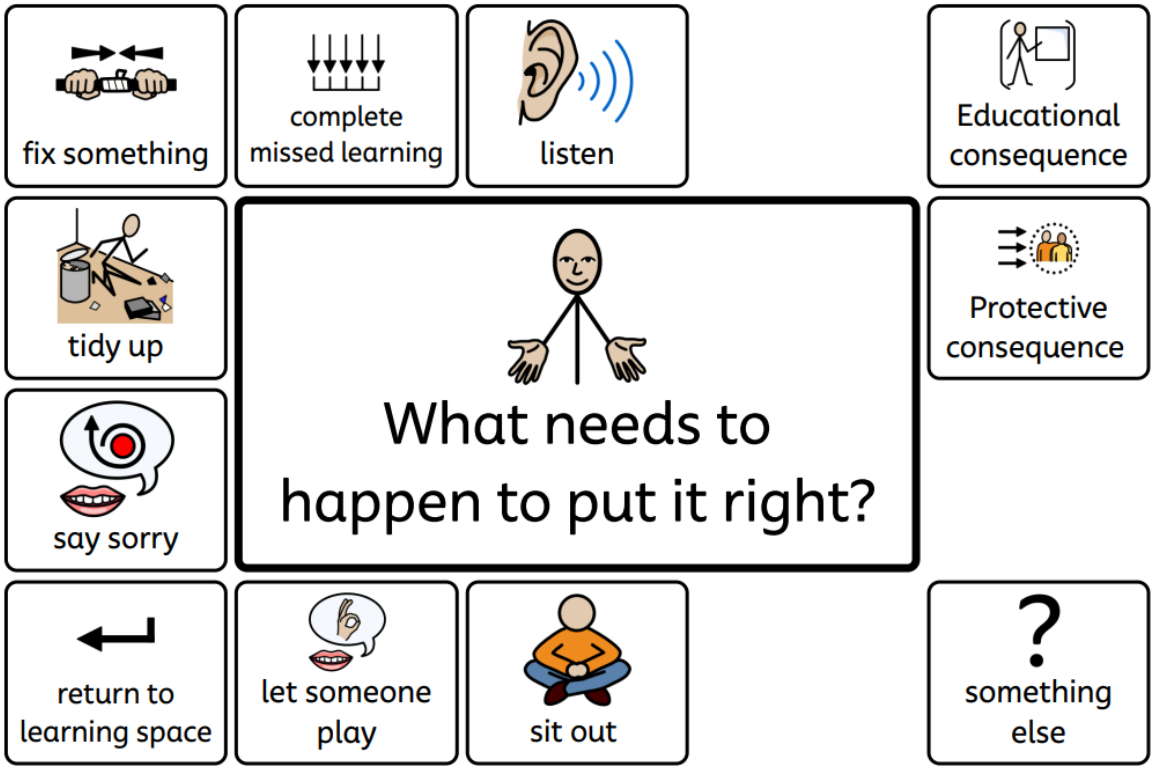
Signal, Pause, Insist	A 5,4,3,2,1 readiness prompt.
Live Modelling	Teachers use visualisers to demonstrate what success looks like, modelling thinking and processes.
Silence is Golden	Focussed, silent learning and orderly corridors support children to flourish without having their concentration disrupted.
Positive Framing	Adults narrate the behaviour they want to see, reinforcing through use of Soaring Tokens.
Showing Soaring Learning	Reinforcing SMARTs and Soaring Learning Behaviours.
SHAPE Talk	A structured approach to speaking (Sentences, Hands, Articulate, Project, Eye contact)
Checking For Understanding	Responsive strategies including Show Me Boards, Cold Calling/All Hands Up, Live Marking ensure every child is engaged and learning effectively.
Sequence in Small Steps	Repeated structure of 'I do, we do, you do' instructional method scaffolds learning and enables children to focus on the lesson content.
Enable Hard Thinking through pupil talk	Think, pair, share; sentence stems and partner talk are used to ensure all children rehearse and participate.
Culture of Excellence	Children are given feedback to improve their learning, editing and redrafting. Teachers narrate and celebrate success and aspirations through show call and sharing excellence.

Appendix 3 - Behaviour Visuals




threw something
pushed someone
kicked someone
hurt someone
shouted at someone
broke something
?
What happened?
rude to someone
damaged work
unkind to someone
walked/ran off
rough play
*#@#}:&!!!
swore
left the classroom
?
something else


?
Who?
me
another child
my family
my class
my friend
adult
someone else


fix something
complete missed learning
listen
Educational consequence
tidy up
What needs to happen to put it right?
Protective consequence
say sorry
return to learning space
let someone play
sit out
?
something else