

Benfield Primary

School



Behaviour Policy
September 2025

Date policy agreed:	
Date of next review:	
Headteacher signature:	
Chair of Governors' signature	

Benfield Primary School Behaviour Policy 2025

Contents:

- 1: Policy Vision
2. Policy Scope
3. Key principles
4. Promoting Positive Pro-social Behaviours
5. Response to Antisocial Behaviours
6. Reporting and Responding to Persistent Anti Social Behaviour

1. Policy Vision

Our Vision is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live. We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have been so lucky and may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support.

Our inclusive school needs to be a place where every member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance. We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support. Every child deserves a champion - we will never give up on a child. We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths.

We are educators, not controllers. When children do not meet expectations, we will therefore focus on working with them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

We value recognition over reward and understand the importance of championing children's achievements. This might be done through our Star of the Week assembly, notes from teachers, clear communication with parents about successes, stickers and sharing work with other classes.

2. Policy Scope

This policy was based on Guidance provided by B&H Local Authority and has included input from: the Empowerment Approach, The 'Just Right' approach, members of staff, representatives from the governing body, parents and carers, pupils / students, our School Nurse, our link BHISS colleagues etc.

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

3. Key Principles

Key principles of our approach to behaviour:

Be Curious Not Furious: maintaining a calm, investigative and solution-focused mind-set towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.

Positive, kind, unconditionally positive relationships: prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.

High expectations, high support: expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.

Teach children (and adults) about their brain: placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.

Understand needs: when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.

Follow-up is essential – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

Children's voice at the centre – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.

Teach Executive Function Skills: attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

4. Promoting Positive Prosocial Behaviours

To have a community that demonstrates positive behaviours, we understand the need to teach and model these to the children. Hence teachers go through a 4 part process with their classes;

1. Teach children about their brain so they can prepare to meet their needs positively. This includes using the Just Right colours.

2. Agree expectations with children so they feel a sense of control over what happens to them and an ownership of boundaries.

3. Help children to plan and prepare to be at their best -thought given to situations that children might find more challenging or out of the comfort zone and support given to them.

4. Support – work with children around their needs and build strong relationships

Praise

We regularly praise the children for following our core values. We use verbal praise and gestures such as a smile, thumbs up, high five or a nod. When a child has produced excellent work, they may be encouraged to show it to another adult in the school. Opportunities are also provided throughout the year for parents/carers to attend school to celebrate their children's work.

High expectations

All adults who work in the school agree that the child is at the centre of everything that we do. Everyone in school has high expectations for the children in terms of both their learning and behaviour. Each child is respected and listened to by the adults in the school. There is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs. All adults take responsibility for and are explicit about expectations and boundaries. We understand that children learn from our actions and therefore ensure that we are positive role models for them.

Small Tangible Recognition

We regularly give stickers, small prizes, house or class points in class to recognise work, effort, particular learning behaviours and prosocial behaviour. Other adults around school encourage children to explain **why** they have received the recognition to further reinforce the praise.

Display

Children's excellent work is displayed throughout the school. Adults regularly chat to the children about their work to encourage a feeling of pride in their learning and the learning environment. It is important that all children are represented within their classrooms.

Recognition Systems

Each class will have its own way of recognising positive prosocial behaviours, effort in learning or demonstration of specific Benfield Learning behaviours. This will mean that children can earn class or house points. House points build each week and are celebrated within a whole school assembly. Class points build to a class treat. Both of these recognition techniques create a sense of belonging and community in the school, while also reinforcing positive behaviours.

Celebration Assembly

Every Friday, the school holds a celebration assembly. A "pupil of the week" is chosen from each class to receive a certificate in front of the school – these are linked to our Benfield Learning Behaviours. Additional recognition is given for excellent learning and effort (e.g. times tables, sporting achievement). At these assemblies, children's excellent project work may also be shown and applauded.

5. Response to Anitsocial Behaviours

As stated before, we approach behavior with a 'curious not furious' mindset and understand that behaviour is a communication of a need (whether conscious or unconscious) and will aim to respond appropriately. We will take a non-judgemental, curious and empathetic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. All staff will consider context when interpreting behaviour.

Recording Incidents

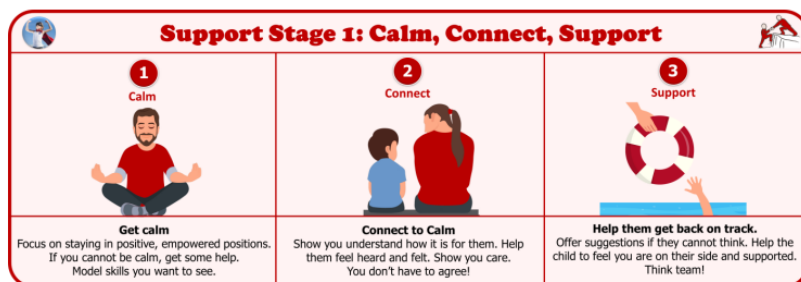
A robust system is in place for logging any incidents or concerns relating to a child's behaviour. All adults can access the CPOMS system to allow them to record behaviour.

Most small disturbances in class can be dealt with non-confrontationally, by having a brief coaching conversation in a positive way with the child. This must be the first course of action. For example, if a child is shouting out, the TA could whisper in their ear *"It is good for everyone if you put your hand up, as we can all hear your good ideas"*.

For more serious antisocial behavior a staged model approach will be applied (as taken from the Empowerment Approach):

Stage 1 Support: Responding in the Moment: Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support:

- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
- **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.



Stage 2 Support:

Follow-up for Progress:

Follow-up involves two elements:

Repair Time should always be carried out separately if the child's words or actions had a negative impact on anyone or anything. Repair Time is separate to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amends that should be made and building the skills of social cognition and empathy. Repair could look very different for different depending on the situation e.g: apology, clearing up, finishing work etc

Coaching Conversations: How all adults should follow-up every incident: Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'. Coaching Conversations are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time.



Stage 3 Coaching for Change

In certain circumstances and for certain children it may be appropriate to have a more formal structure of Coaching for Change. This is done by members of staff who have training in this element and they will work 1-1 with children to address their needs and build a 'Pathway to Independence'. This pathway will be regularly referred to and progress measured on it.

Playtime and Lunchtimes

Lunchtime staff will have had the same training as the rest of the staff and, therefore, approach behavior in the same way.

Lunchtime staff recognise prosocial behaviour and can give 'raffle tickets' out to children that they spot acting in this way. These are then recognised in assembly at the end of the week.

Lunchtime staff ensure that incidents on an antisocial nature are passed on to class teachers/SLT as appropriate.

Off-site behaviour

If a member of staff witnesses concerning, non-criminal behaviour outside of school by a pupil of the school, parents will be informed and appropriate action will be taken

6. Reporting and Responding to Persistent Anti-Social Behaviour

We have a staged approach to dealing with persistent anti-social behaviour.

Stage 1: Strategies for minor offences might include :- (see also section 5)

- Ignoring the anti-social behaviour and recognising the children nearby who are showing prosocial behaviour.
- Own learning area within the class
- Coaching conversation to discuss behaviour.
- Remind all children of the class agreement

Stage 2. Strategies for persistent minor antisocial behaviour and /or more serious offences (check that child's needs have not changed):

- At this stage it is appropriate to hold a meeting with all relevant adults involved with the child, including parents/carers. Some specific behavioural targets must be named for the child alongside some specific strategies designed to support the child in achieving these targets.
- Behaviour support plan / behavior contract / Pathway to Independence
- Support from Learning Mentor or SLT in or out of the classroom (short amount of time) – this will have a focus around completing the task given
- It is important that the teacher contact the parent to discuss persistent antisocial behaviour so that both school and home can work together to support the child.

- Advice and practical materials can be sought from SENDCo and Learning Mentor

Stage 3. Strategies for persistent disruption to the learning and/or playground environment:

- Removal from class for a longer period . PARENTS MUST BE INFORMED.
- A meeting with the parents and the teacher to discuss implementing a pathway to independence plan. The plan will be developed in liaison with the Child, Learning Mentor and all involved with the child. The formal plan will be signed by the parents and the child – home and school will have a copy.
- Internal meeting with all relevant adults involved with the child in school.
- Discussions with outside agencies (e.g. the Educational Psychologist, CAMHS, BHISS etc)
- Multi agency meeting with sanctions and recognition targets as well as outlining expectations from all parties.
- Possible withdrawing of a privilege (club, monitor responsibilities, member of the School Council, etc.)

Stage 4. Strategies for persistent disruption having a detrimental effect upon the right of others to a safe learning environment:

- The possible withdrawal of a privilege (attending an after school club, going on a school trip, going on a residential school trip) after a specific risk assessment has been done.
- Continued involvement of outside agencies through multi-agency meetings.
- Internal seclusion and/or possible suspension to another school.
- Temporary suspension (from 1 – 45 days).
- Permanent Exclusion (with the approval of a full Governors Meeting)

Incidents of Bullying and Other Intolerant Behaviour

Everybody has the right to feel safe at Benfield Primary School. Our school works hard to promote the celebration of diversity and equal opportunities. We support children to stand up against bullying and any forms of intolerance. Children are made aware of bullying during anti-bullying week and regular PSHE lessons. Cyber bullying is also taken very seriously within school. Any issues or concerns will be dealt with in line with our E-safety and Anti-Bullying Policies. We take any incidents of bullying and intolerance very serious and encourage children and parents to let teachers know of any incidents straight away so we can take action. This may be in the form of additional PSHE (e.g. disability awareness work) with a class or group of children, individual work with key children, or close ongoing monitoring of the children concerned. Where possible any incidents are dealt with using the Restorative model, which reduces the likelihood that problems will re-occur.

If a pupil makes a malicious allegation against a member of staff then the parents will be informed and appropriate action will be taken.

Seclusion and Exclusion

We do everything we can to avoid excluding children from our community. However, in serious cases when other strategies have proved unsuccessful, or if the incident is deemed severe, the following sanctions may be used.

- Playtime/lunchtime seclusion.
- Fixed term seclusion in another classroom for a short period of time.
- Fixed term seclusion at our federation partner school, Hangleton Primary School.
- Fixed term or permanent suspension.

Restraint of Pupils

We have adopted the guidelines drawn up by Brighton and Hove Local Education Authority and adopted formally by the Governors of the school.

Anti-Bullying Strategies

The school does not tolerate bullying of any form and will act to eliminate it whenever and wherever it occurs. The policy/procedures are set out in: Benfield Anti-Bullying Policy.

Anti-Racist and Anti-Homophobic Strategies

Similarly the school has a clear set of procedures to deal with racist incidents based upon Brighton and Hove L.E.A. guidelines. We have developed a Anti Racist Strategy (in conjunction with B&H Anti Racist Strategy), which has an action plan.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

