



Together, we learn, grow and flourish.

'A farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.' 2 Corinthians 9.6



Sutton Bengel CE Primary School

Behaviour Policy



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Introduction

Sutton Benger CE 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. It is underpinned by an understanding that behaviour is a form of communication and that behaviour forms part of a curriculum that must be taught in order to be developed.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a consistent framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it, through the use of Gem Powers.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

School Rules

At Sutton Benger CE Primary School, we have three school rules which can be understood by everyone:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

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



a. **Calm, Consistent and Kind Adult Behaviour**

At Sutton Benger CE Primary School, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At Sutton Benger CE Primary School, we have a shared understanding and common language to support with improving behaviour. We do this by using scripts/common phrases and having relentless routines to support with challenging behaviour. This is supported through our use of the **Gem Powers (see Appendix A)**.

At our school we recognise the importance of providing clear rules underpinned by our vision and values:

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Respect Forgiveness Perseverance Compassion Integrity Responsibility



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Routines are the cogs at the centre of all classroom practise. At Sutton Benger CE Primary School, we recognise that where Calm, Consistent and Kind Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps**.

Expectations of ALL Adults

We expect every adult to:

1. **Meet and greet** at the door
2. **Refer** to the school rules
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. Gems in the jar)
6. **Be calm** when going through the steps. Prevent before consequences.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue/restorative practice with learners.

Please see **Appendix B** for our **school's behaviour blueprint**.

b. First Attention to Best Conduct

At Sutton Benger CE Primary School, we catch children doing the right thing first, before we deal with and support poor behaviour.

We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this by positive recognition:

- Gems are awarded to added to a class Gem Jar
- Gem Certificates awarded in Celebration Worship each week
- Gem Time earned weekly
- Phone calls/emails to parents/carers to share successes

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c. Restorative and Inclusive Approaches

At Sutton Benger CE Primary School, we know the value of explaining and discussing behaviour with a child, and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their students own behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children

- **Gem Powers display** in every classroom and in shared spaces around the school (**Appendix C**)
- Restorative Process (see **Appendix B** for details as part of School behaviour Blueprint)
- Opportunity for children to reflect on incidents (see **Appendix D** for example of reflection form)
- Plenty of calm spaces around the school
- Emotional Literacy Support Assistance (ELSA) trained member of staff
- Anxiety and Anger Gremlin Cognitive Behaviour Therapy Programme (through ELSA support)

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour may be a means of communication that can indicate current/recent trauma or adverse childhood experiences (ACES), or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH. Sutton Benger CE Primary School is an inclusive school and we recognise that some of our children may not be able to operate fully within our behaviour policy. Therefore, we adapt our provision to ensure their individual needs are met. This is done on a case-by-case basis and may include some of the following:

- Emotional Literacy Support Assistance (ELSA) trained member of staff
- Safe spaces for children
- Individualised timetables
- My Support Plans (as part of our SEND Policy offer)
- Individual reward charts

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and



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Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from external agencies e.g. CAMHS, Behaviour Support Service

Child-on-Child Abuse and Bullying

All staff are aware that children can abuse other children (this is referred to as child-on-child abuse). Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff recognise that this could happen through bullying (including online bullying), physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021).

The following measures are in place to prevent bullying:

- School Rules are in place to support children to know behaviour expectations (Be Ready, Be Safe, Be Respectful)
- Gem Powers are used to support children in developing effective behaviours for learning
- Anti-Bullying is covered as part of our PSHE curriculum
- Anti-Bullying week forms part of our whole school curriculum each year
- Online safety is covered as part of our PSHE curriculum

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child-on-Child abuse, including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment child-on-child abuse occurs, we always seek advice e.g. Brooks Traffic Light tool, our Police Constable Support Officer and MASH (Multi Agency Safeguarding Hub).

At Sutton Benger CE Primary School, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All Child-on-Child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to



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CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Suspensions

Fixed Term Suspensions (External)

At Sutton Benger CE Primary School, we believe that, in general, suspensions are not an effective means to help a child move their behaviour on. However, if the children have been very unsafe and the other children are at risk of harm, an external suspension will be used to reset the child and the class. A plan for reintegration will be put in place. The reintegration meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All fixed term suspensions are recorded on SIMS and reported to the Academy Council three times a year.

Permanent Exclusion

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed that a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust does not believe that permanent exclusions are effective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow 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. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more - this is to allow time for interventions to work
- Gain expert advice
- Alternative provision should be considered and used
- A negotiated transfer to another school

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Appendix A – Gem Powers



I know which problems I can solve myself	I am responsible
I question my teacher so I understand	I am organised
I can use resources to help me solve problems	I try to find solutions
I know which problems an adult can help me with	



I can manage distractions	I listen to others
I stay focused	I use the sitting position
I defeat the monster distractions	I don't procrastinate
I focus on the most important things in the moment	



I am brave enough to have a go	I have bouncebackability
I know mistakes are opportunities to learn	I control my own emotions
I can manage disappointment	I am resilient
I am able to label my emotions	



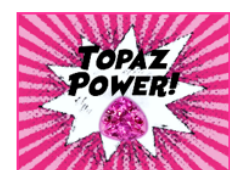
I collaborate with others to achieve more than I could on my own	
I cooperate with others and can share and compromise	
I contribute my fair share	I can be a leader
I can work with diverse groups of people	I can be led



I find connections and make links	I can identify patterns
I recall key concepts and information	I test myself
I check my understanding by reasoning	I answer questions
I summarise my learning to help it make sense	



I set long term goals and work towards them	I am not a quitter
I am relentless with my effort over time	I embrace feedback
I practice to improve	I am determined
I show commitment	



I control my voice	I can build on others' points	I can speak formally
I speak in full sentences	I stand to speak when appropriate	
I can use the correct vocabulary	I ask a range of questions	
I use excellent grammar when talking	I use words to express my feelings	
I use my words to communicate my thoughts and ideas		

Appendix B – Sutton Benger CE Primary School Behaviour Blueprint

This is how we do it here...

At Sutton Benger CE Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules

- Be Ready
- Be Respectful
- Be Safe

Praise

- Verbal praise
- Gems earned
- Gem Certificates in Celebration Worship
- Gem Time
- Phone call/email home

Visible Adult Consistencies

1. Meet and greet
2. First attention to best conduct through Gem Powers
3. Calm and caring adults to support restorative conversations

Relentless Routines

1. Ruby Roaming
2. Sapphire Sitting
3. 5 to 0 countdown

30 Second Script

I have noticed....
You know our rule about....
Do you remember when.....?
That is the behaviour I need to see.
Thank-you for listening.

Restorative process

- Reminder 1
- Reminder 2 – Make a Choice board
- Time to Reflect board – move to another safe space/classroom to continue learning
- Restorative conversation
- Reflection form completed

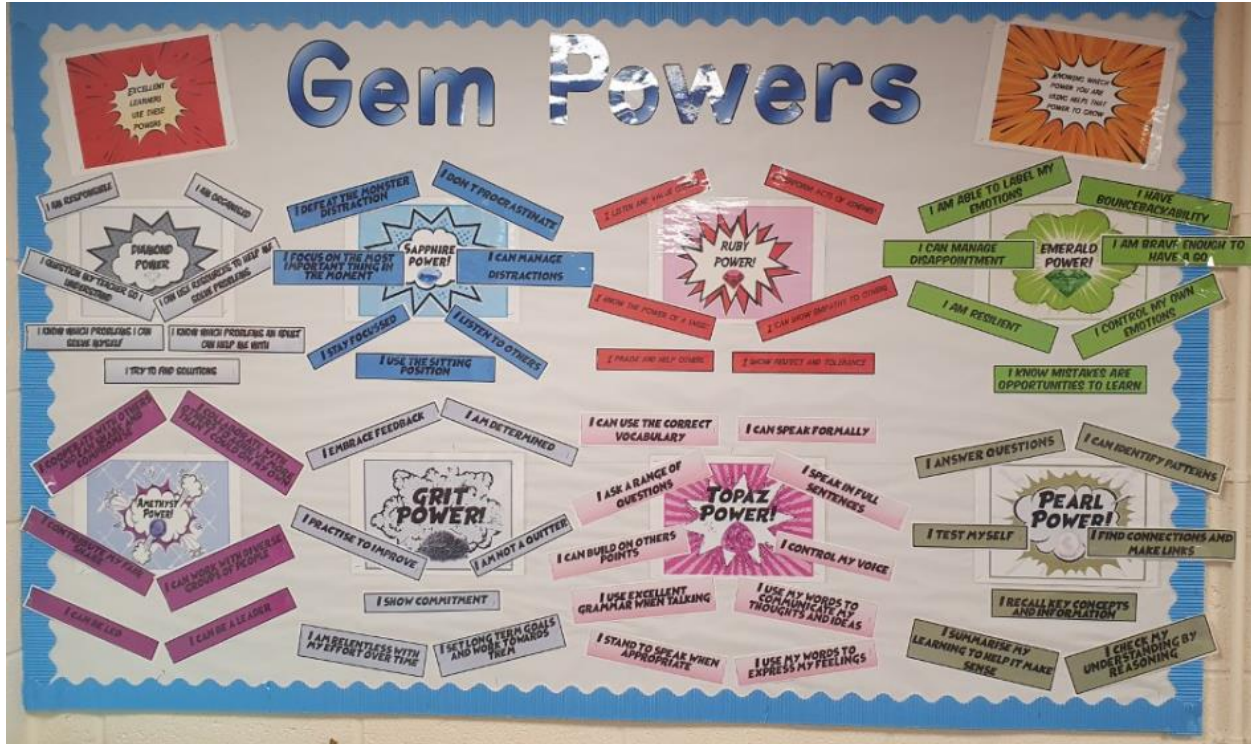
Restorative Conversation

What happened?
What were you thinking or feeling at the time?
How did this make people feel?
What has been affected?
How can we do things differently in the future?
What Gem Power do you need to grow?
What could we do to put things right/fix things?

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Appendix C – Gem Powers Display example



Appendix D – Reflection Form example

Reflection

Name: _____ Class: _____ Date: _____

I was not safe respectful ready to learn
 This happened during lesson time break time lunch time

What happened?	What will you do differently next time to avoid this from happening again?
.....

Which gem power do you need to grow?

.....

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2021	All	New Policy	Following new KCSIE 2021 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network
January 2023	Referenced throughout	Adapt policy	Addition of Gem Powers to update school's metacognitive approach

Policy Owner	Education Directorate
Date Adopted	September 2024
Review Date	September 2025
Level	Level 2
DBAT Policy levels:	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council