



Behaviour, Values and Relationships at BVP

For a person to grow they need an environment that provides them with genuineness, acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.¹

Policy Statement

Bournville Village Primary School is committed to creating an environment where exemplary behaviour supports all aspects of our children's educational experience.

At our school, we expect everyone to treat one another with dignity, kindness and respect.

Behaviour management in schools begins with our choices as adults and our behaviour as professionals. **Everyone is expected to maintain the highest standards of personal conduct², to accept responsibility for their behaviour and to encourage others to do the same.** Our behaviour policy guides all adults 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 interventions that effectively support staff and children.

Approved by FGB- September 2023

¹ Saul McLeod, Carl Rogers, *Simple Psychology* [blog] (5 February 2014).

² Our Staff Code of Conduct should be read in conjunction with this policy.



Aim of the Policy

- To create a culture of exceptionally good behaviour.
- To ensure that all children are treated fairly and are shown respect.
- To promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, care, good humour, good temper and empathy for others.
- To promote school community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To promote self-discipline among pupils.
- To create an environment that reduces/ eliminates any chance of child-on-child abuse or bullying.

Purpose of the Policy

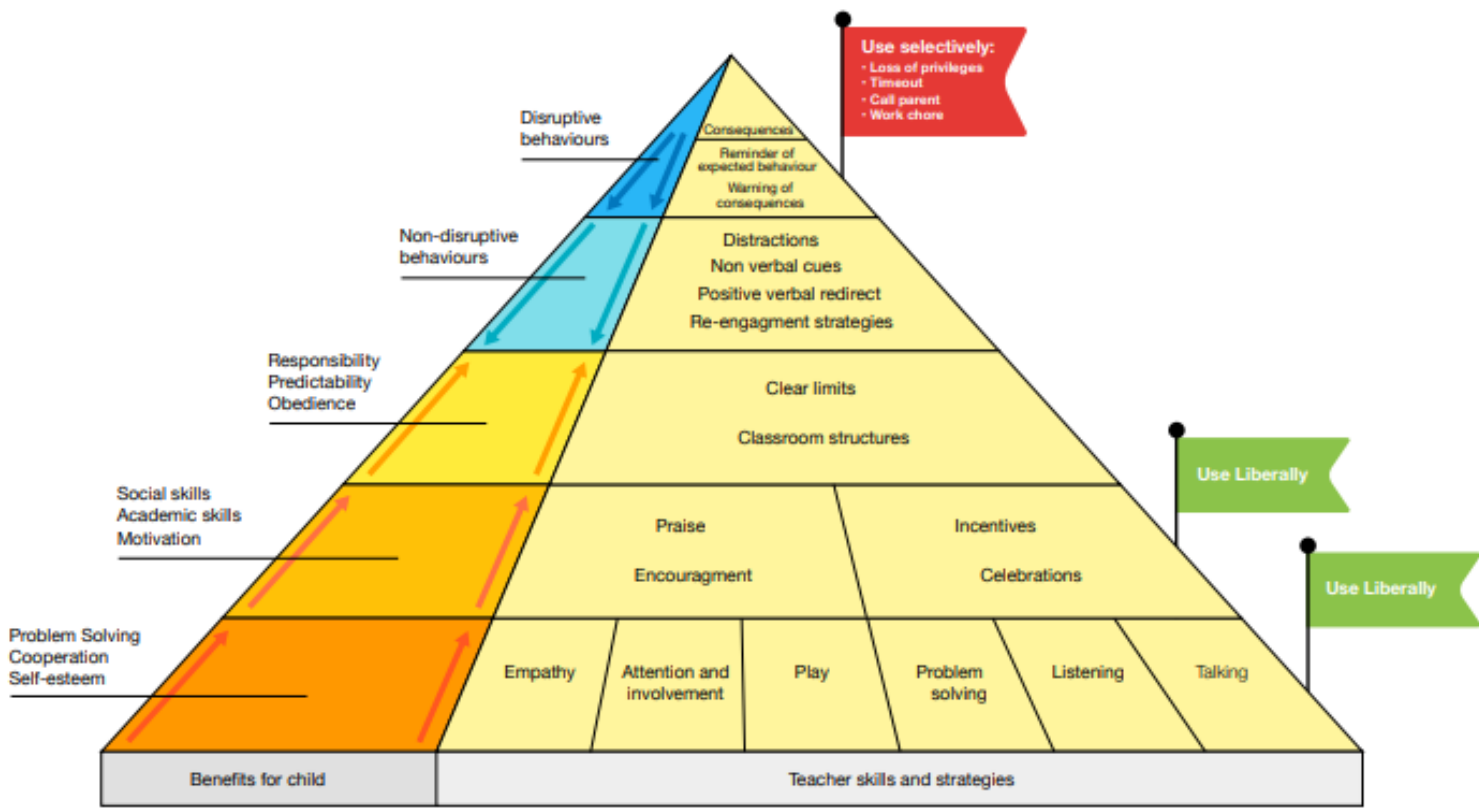
- To demonstrate to all staff how we aim to create a safe environment in which all pupils can learn and reach their full potential.
- To provide simple, practical procedures for staff.
- To provide a clear system for children that they can see as 'fair'.
- To provide a clear document that families can refer to.
- To highlight the importance of consistency.
- To highlight the importance of the conduct of all adults involved.
- To promote children's self-esteem and self-discipline.
- To demonstrate how to teach appropriate behaviour through positive interventions.
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The way we aim to promote and manage positive behaviour management is through a heavy emphasis on **building relationships with children**. Reminders and consequences are the last steps and should be used selectively. A further emphasis is on the importance of **all** adults' skills and strategies which will enable the most benefits for our children. An example of this approach can be seen in the figure below³.

In order to achieve the aim of using positive relationships to manage the vast majority of behavioural challenges the school is committed to dedicated and robust training for all adults.

³ The Incredible Years Teaching Pyramid®





By gathering feedback, opinions and examples of experiences from our children, families and adults in school, we have identified five key elements that aim to help adults build the foundations for positive behaviour management: Building a Sense of Belonging; Building Positive Relationships; Always Having High Expectations; Recognising and Praising Best Behaviour; Involving Families.



1. Building a Sense of Belonging

How we do this-

- by using consistent routines e.g. getting children's attention by raising one hand and counting down from 5-0
- by giving children responsibilities and duties within and outside of the classroom
- by using the 'House' system effectively (allocating staff to each house, inter-house events, house prizes etc)

2. Building Positive Relationships

How we do this-

- by quickly learning names (including the names of children across year groups)
- in the way we welcome children as they enter the classrooms at the start of the day and after break and lunchtimes
- in the way we build time into the school day, to talk to and get to know our children, their interests and their influences (inc. use of 'show & tell' type activities)
- in the efforts we take to get to know parents and families
- by sharing and celebrating special occasions alongside the children in our classes

3. Always Having High Expectations

How we maintain these-

- by creating an orderly environment that is very well maintained
- by insisting on an orderly way of entering and exiting rooms and spaces
- by taking registers in a respectful and meaningful way, and setting high expectations for responses
- by circulating rooms and checking in with all children
- by using teaching and learning strategies to set high expectations relating to pupil engagement in learning
- by constantly referring to our school values⁴
- by sharing and explaining expectations of the class
- by following our Staff Code of Conduct⁵
- by having clear boundaries and being consistent with these⁶
- by insisting that children don't interrupt/ talk over each other

⁴ Respect; Responsibility; Challenge; Integrity; Compassion; Collaboration

⁵ Please see Separate Staff Code of Conduct for all Adults at BVP

⁶ It is only when pupil- teacher relationships are very strong, that boundaries can be flexible e.g. accompanying Year 6 children on a residential trip is a great time to 'relax' usual expectations but this only works when you have an excellent relationship with children so you can easily revert back when the context changes.



4. Recognising and Praising Best Behaviour⁷

How we do this-

- by using praise to develop a positive atmosphere in the classroom
- by using quiet words of personal praise
- by giving meaningful praise (giving a reason why you are praising behaviour)
- by expecting other adults e.g. lunchtime supervisors, and older children e.g. House Captains to recognise and praise best behaviour
- by giving stickers
- by (adults) awarding Values Tokens and Certificates
- by (peers) awarding Values Certificates
- by phone calls to parents and by sending postcards home

5. Involving Families

How we do this-

- by sharing this policy with families, notifying of any changes and giving timely reminders
- by inviting families into assemblies and performances
- by involving families in partnership plans
- by sending postcards home/ making telephone calls to celebrate best behaviour and great choices
- by involving families at the earliest possible stage, when we have concerns
- by carefully listening to parents/ carers when they have concerns
- by being honest with parents/ carers when things have gone wrong
- by including parents and carers in working parties that review this policy regularly

Wider Strategies

We know when we need to 'tolerate' some behaviours that might otherwise appear to be disrespectful. For example-

- a child who can't help smiling when being reminded about behaviour expectations
- a child who finds it very difficult to make/ maintain eye contact
- a child who makes noises due to a sensory/ SEND needs

We also anticipate likely triggers of misbehaviour and put in place support to prevent these.

⁷ By using a degree of extrinsic motivation, we can help children to develop their intrinsic motivation and integrity. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.



What we do when a child's behaviour is below our high expectations

How we respond to this-

- by keeping our own emotions in check
- by reminding children that we care
- by being acutely aware of children's perceptions that an adult may not 'like them'
- by allowing time for children to respond to reminders
- by giving opportunities for 'time out' e.g. a walk

We always consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of [Keeping Children Safe in Education](#), staff should follow our Safeguarding and Child Protection policy and speak to the designated safeguarding lead (or a deputy). We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Most behaviour concerns at our school can be easily managed by placing an emphasis on values and relationships, and consistent and fair use of the step system. Guidance on serious specific behaviour issues such as child on child sexual violence/ harassment, online behaviour, suspected criminal behaviour and concerns associated with the use of mobile phones can be found in paragraphs 111-126 of [the DfE Behaviour in Schools Guidance](#).

We use a step system that focuses on children being able to return to learning as quickly as possible. The steps will be used flexibly to support children of different ages/ stages of maturity and according to any SEND, however we try and understand the underlying causes of behaviour and find out whether additional support is needed⁸.

Children with and without SEND can demonstrate challenging or worrying behaviour. We do not create different steps for children with SEND, however additional strategies may be put in place. Staff should always have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

⁸ In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. However this does not necessarily mean that a disabled child will be exempt from sanction.



The steps⁹ are summarised as-

1. **Redirection**- a nudge in the right direction (verbal or non-verbal and encouraging).
2. **Reminder**- a *quiet and private* reminder. The adult makes the child aware of their behaviour. The child is given the choice to do the right thing.
3. **Caution**- a clear verbal warning delivered *privately*. The adult clearly outlines the consequences if they continue. The child has the choice to do the right thing. Children are reminded of previous good conduct to prove that they can make good choices. At this point, an offer of a conversation at the end of the lesson (at the start of a breaktime) can be offered
4. **Reflect**- a 2 minute 'scripted' intervention¹⁰ and time to reflect away from others. Children are reminded of previous good conduct to prove that they can make good choices. Boundaries are reset. Children are given the final opportunity to make good choices.
5. **Time Out**- going to another room to give everyone chance to reset. This would only happen after steps 1-4. Time in another classroom should be for a maximum of the remainder of the lesson, and where at all possible, children should return to their own classroom before the end of the lesson to allow a smooth transition for the child who was removed.
6. **Reparation**- repairing the teacher- child relationship as soon as possible (before the next transition). This has to happen after step 5.
7. **Partnership Meeting**- if there are persistent/ patterns of worrying behaviour, a member of SLT supports class teachers to set targets with child and parents/ carers.
 - **Serious Breach**- an incident that may lead to a fixed term exclusion. Alternatives may include school 'community pay back'¹¹.

Teachers will use their professional judgement when considering informing/ involving parents/ carers about steps 1-4. However, at Step 5, parents/ carers must be notified **on the same day** and the incident will be recorded on CPOMS. When the incident is discussed with parents/ carers, reference will be made to steps 1-4.

Informing parents/ carers does not happen in public.

At Step 7, parents/ carers and the child will be at the meeting and all will be involved in creating/ agreeing to targets.

⁹ A simplified chart and more details can be found in Appendices A and B.

¹⁰ See Appendix D for an example.

¹¹ Community Pay Back may be used when agreed by the Headteacher. This takes place in the child's own time (breaktimes) and would involve a task that repairs a situation caused by the child e.g. a defaced wall.



What we DON'T do-

At Bournville Village Primary School we do not-

- allow our own emotions to affect the way we respond to children
- shame or humiliate children
- use criticism, sarcasm or belittling
- remind the child of previous incidents of poor choices
- make 'you will' statements
- get involved in arguments
- invade personal space
- use staring or threatening eye contact
- use other children as 'rewards' for good behaviour
- work through the steps so quickly that children don't have time to respond
- discuss children's behaviour with them or with parents/ carers in front of other members of the school community e.g. on the playground or in a shared space in school
- 'give up' or respond disrespectfully (even when faced with disrespectful behaviour)
- keep a child confined in a space/ room without their consent¹²
- shout
- ignore or walk past children who are behaving badly
- publicly announce that you are waiting for one child before teaching

All adults in school have a responsibility to follow this Values, Behaviour and Relationships Policy and to respond consistently to children's choices. With reference to this policy specifically...

All staff will-

- notice and publicly praise children who consistently behave well
- follow the steps outlined in this policy
- model positive behaviour and build relationships
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Teachers and TAs will-

- meet and greet at the classroom door
- use a visible recognition system in every lesson
- give 'take up time'¹³ between steps

¹² In exceptional circumstances, senior staff may decide it is **in the *child's* best interests** to remain in one room until they are more emotionally regulated. If this happens staff will follow the flow chart -Appendix E.

¹³ All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.



Senior Leaders will-

- be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- support teachers with writing positive postcards and making phone calls if these impact on workload
- make it their business to find out about children who are presenting with patterns of worrying behaviour and offer support to teachers when informing parents/ carers that their child has reached step 5
- attend Partnership Meetings and remain involved with the child and their family whilst the child is working towards their targets
- make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy

Our Senior Leaders are-

Helen Setchell	Rec and Y1
Amanda Carter (DHT & DSL)	Y2
Gary Evans (AHT & Deputy DSL)	Y3 and Y4
Georgina Stone	Y5 and Y6
Tracy Baylay (SENDCo & Deputy DSL)	Whole school
Amy Cooper (HT & Deputy DSL)	Whole school

The Headteacher will-

- make it their business to find out about Partnership meetings and support where necessary
- lead actions related to any Serious Breach
- ensure appropriate training (relating to this policy) is made available to all staff
- ensure stakeholders are invited to give feedback regarding this policy and their perceptions of the school's behaviour culture
- lead data analysis and ensure that the policy continually meets the needs of children and staff

School Governors will-

- agree and keep under regular review the Behaviour, Values and Relationships Principles (Appendix C) that underpins this policy
- visit school as much as possible and evaluate the impact of this policy
- attend related working party meetings where possible
- regularly review this policy



Our Minimum Behaviour Expectations

At all times we expect children to

- say 'please' and 'thank you'
- respond politely when we greet them- verbally or physically
- wait their turn when wanting to speak
- listen politely
- wait their turn when moving through doorways etc, encourage others to 'go first' or 'pass the door back'
- respond quickly to adults' signals to pause (raised arm, counting down from 5-0)
- help others
- walk when inside school
- use quiet voices inside
- look after school equipment
- look after our school environment
- look after their belongings
- open doors for each other
- say thank you to others who are showing respect and good manners
- work calmly and quietly in lesson times

During registration times, we expect children to

- respond appropriately
- work on registration activities quietly and independently

In assemblies we expect children to

- enter silently
- Listen politely
- leave quietly (children are encouraged to sing on their way out if a song is playing)

At the end of lessons and at the end of the day, we expect children to

- leave their desks and book areas tidy, pick up rubbish and tuck chairs in



Suspension and Permanent Exclusion

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. At Bournville Village Primary School, the Headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a child. Other options include the use of a planned intervention delivered by a Pupil Support Unit or a 'managed move' as a final preventative measure to support pupils at risk of exclusion. The circumstances that may warrant a suspension or permanent exclusion to occur and guidance around managed moves can be found within the section 'Reasons and recording exclusions' within the ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'](#). This includes the possession of a banned item.¹⁴ Guidance around screening and confiscation can be found in the [DfE Searching Screening and Confiscation Advice for Schools](#).

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

At Bournville Village Primary School, we will respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school on a case-by-case basis. However, in all circumstances we will contact parents or carers to alert them to the report.

In the case of suspected criminal behaviour, the headteacher or DSL (or a Deputy) will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented on CPOMS. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour-

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

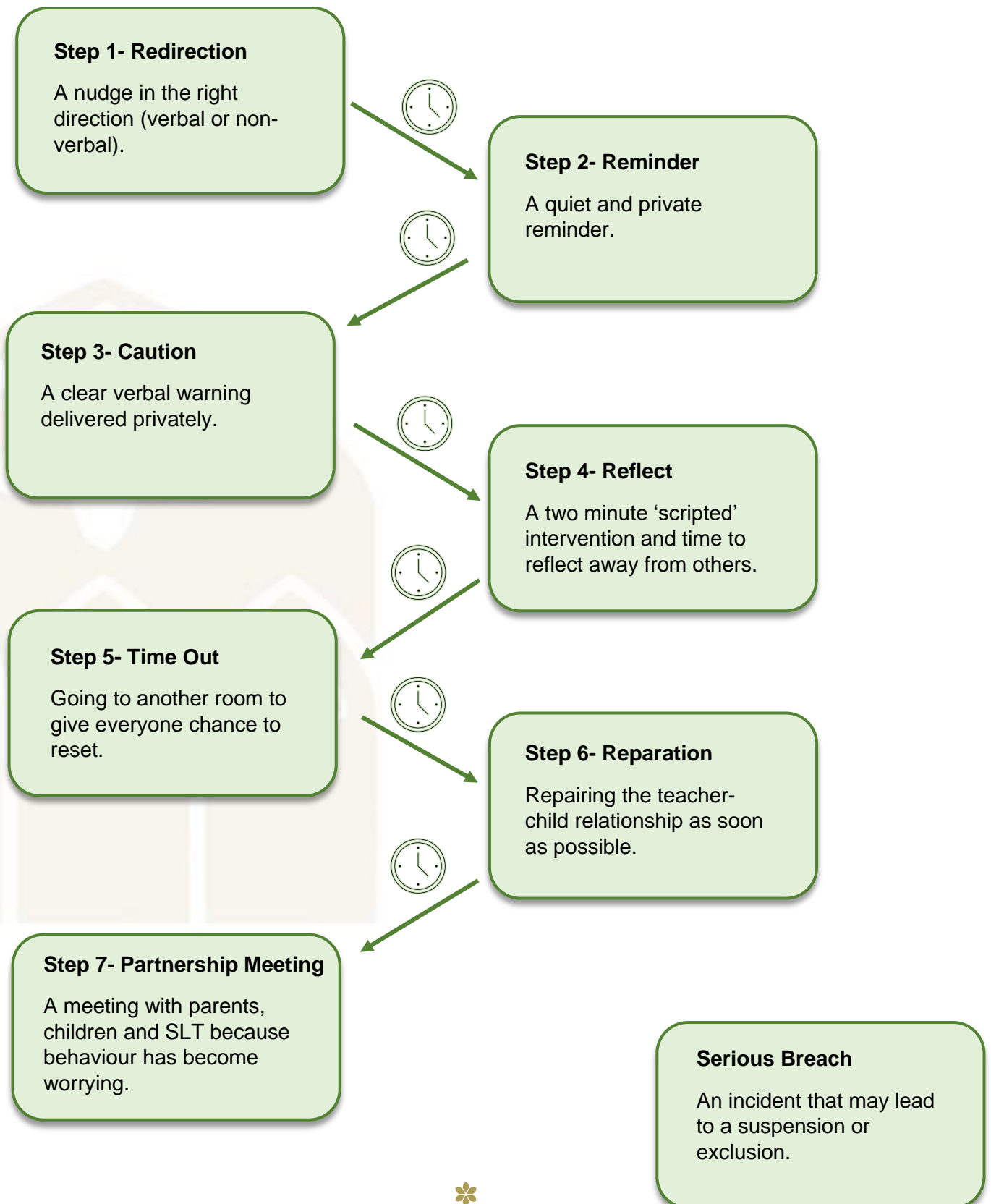
The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

¹⁴ See Appendix F for items that are banned by the school and for which a search can be made.



Appendix A

Flow Chart of Steps



(child speak version)

Step 1- Redirection

Adults will have a quick word or give me gentle look to help me focus on my work.



Step 2- Reminder

Adults will remind me to get to back on track.



Step 3- Caution

Because I am still not making the right choices, adults remind me of the consequences,



Step 4- Reflect

I will have two minutes away from others to talk to my teacher, so that I can reflect on my behaviour.



Step 5- Time Out

I will spend some time in another classroom so we can all have chance to reset.



Step 6- Reparation

My teacher and I will have a discussion to make sure I understand what went wrong and that we are both OK.



Step 7- Partnership Meeting

My behaviour is making adults worry so there will be a meeting with my teacher, my parents and other adults.

Serious Breach

If I do something very serious, we don't use these steps. Mrs Cooper has to decide if I will be excluded from school.



Appendix C Governors' Statement of Behaviour, Values and Relationships Principles

Our Behaviour, Values and Relationships Principles are designed to encourage all members of the Bournville Village Primary School community to live and work together in a supportive way. They aim to promote an environment where everyone feels happy, safe and secure, and in which all pupils can learn and reach their full potential.

Ensuring Exemplary Behaviour

Our school is committed to creating an environment where exemplary behaviour supports all aspects of our children's educational experience.

At our school, we expect everyone to treat one another with dignity, kindness and respect.

Living Our Values

We are a caring community whose core values are Respect, Responsibility, Challenge, Integrity, Compassion and Collaboration. Everyone in our school – adults and children alike – is expected to work in partnership and 'live' these values.

Promoting Positive Relationships

Whilst the school has a number of minimum behaviour expectations, the primary aim is not a system to enforce rules. It is a means of promoting positive relationships amongst the school community, allowing everyone to work together effectively and considerately and to contribute positively to the wider community in which they live.

Rewarding Positive Behaviour

We know that recognition for positive behaviour breeds positive behaviour. The school therefore rewards good learning behaviour, effort, perseverance and positive attitudes, and these rewards are consistently and fairly applied.

Imposing Fair and Consistent Consequences

Consequences for negative behavioural choices are known and understood by all staff and pupils and consistently and fairly applied. The imposition of consequences will have regard to the individual situation and the individual student, and the Head Teacher and staff will exercise appropriate discretion, taking into account SEND and the needs of vulnerable children, offering support as necessary, and ensuring that the dignity of those involved is maintained at all times.

Eliminating Bullying

Bullying will not be tolerated in our school. Children are guided to be supportive of each other and to raise issues with staff should they be aware of inappropriate or unkind behaviour being directed at another child or children. Staff encourage children to feel confident to speak to a member of staff if they feel they are the victim of bullying. Children feel assured that their concerns will be taken seriously and addressed appropriately. Parents are also encouraged to raise issues with staff should they have concerns that their child is being bullied.

All concerns are investigated and addressed promptly in accordance with the school's Anti-Bullying Policy. Our school and its systems create an environment that reduces and ultimately eliminates bullying.



Appendix D Example of Scripted Intervention

I noticed you are...

It was the rule about... that you broke.

You have chosen to....

Do you remember last week when you....?

That is who I need to see today.

Thank you for listening. (Then give the child some 'take up time')

Restorative questions

What happened? What were you thinking at the time? What have you thought since?

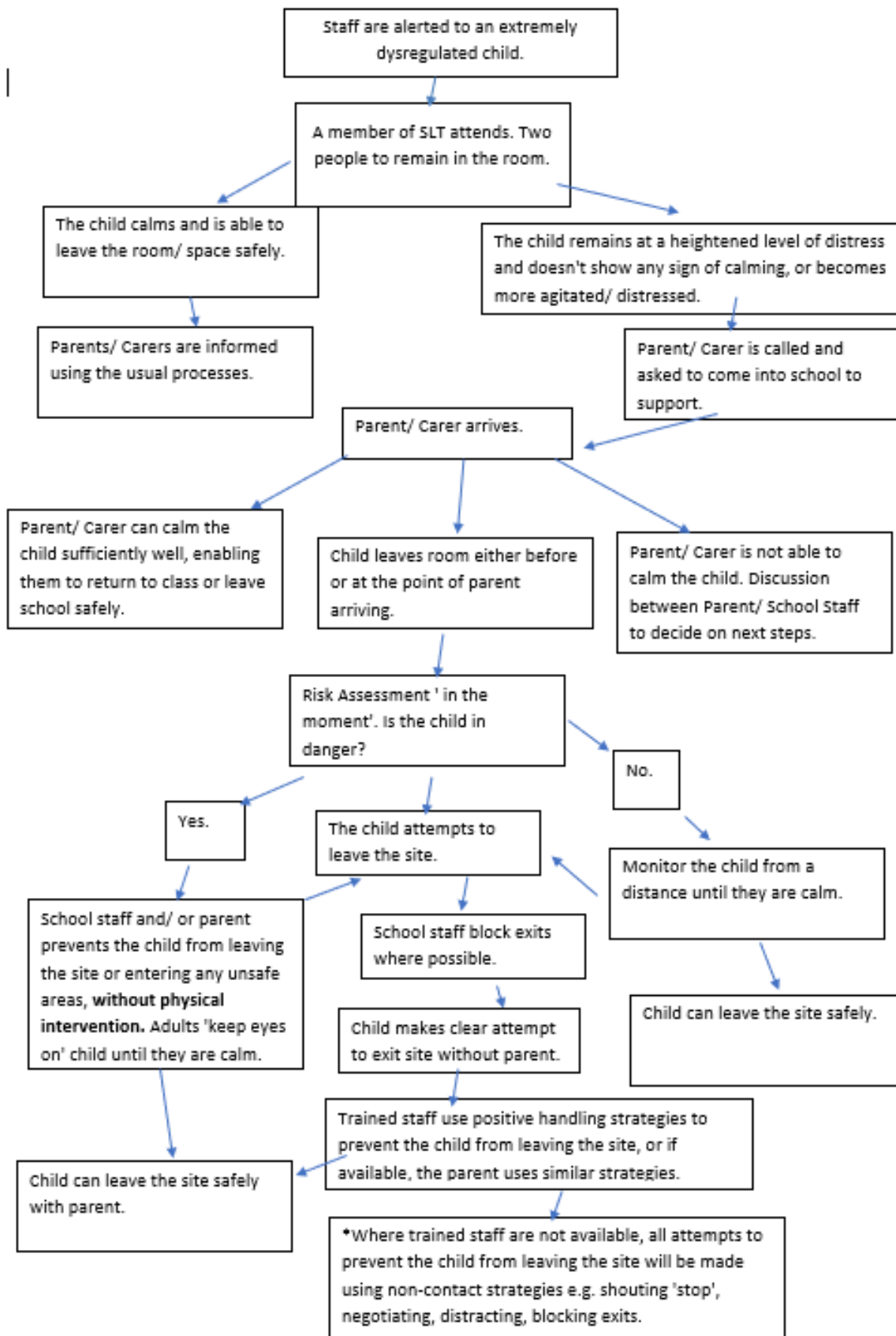
How did this make people feel? Who has been affected? How have they been affected?

What should we do to put things right? How can we do things differently in the future?

Or ...offer a postponement and offer some support if the child is not ready to speak 'I can see that you aren't quite ready to talk- do you need a minute or two would you like to meet tomorrow and have Miss X sit with you and help you with the answers?'



Appendix E (From the Physical Intervention Policy)



Appendix F

Banned items- a list of items which are banned by the school and for which a search can be made.

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Further reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

<https://www.gov.uk/school-behaviour-exclusions/searches>

