

**Godmanchester
Bridge Academy**

Valued Behaviour Policy

November 2024

Ready Respectful Responsible
Resilient Reflective

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Introduction

At Godmanchester Bridge Academy we develop children's character through our behaviour curriculum. To build character, we define the behaviours and habits that we value and expect pupils to demonstrate. We want to support our pupils to grow into adults who are ready, respectful, responsible, resilient and reflective. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves, how they treat others and how other people perceive them. Pupils will demonstrate our school values through their behaviour. Our behaviour policy is built on relationships and a therapeutic approach.

Valued behaviours* in school are key to good education. Godmanchester Bridge Academy teaches valued behaviours so that we can provide a calm, safe and supportive environment which our pupils want to attend and where they can learn and thrive. Being taught valued behaviours in school is vital so that all pupils can succeed.

At Godmanchester Bridge Academy, staff focus on proactive (de-escalation and preventative) strategies rather than reactive strategies. We support children to manage their own behaviour appropriately which helps develop internal motivation, engagement, self-regulation and self-discipline through our therapeutic and restorative approach. We aim to promote valued behaviours and manage detrimental** (difficult, or dangerous) behaviours, whilst understanding what those behaviours might be communicating.

We believe that consistent routines and high expectations for behaviour will allow our pupils to thrive in school. We value the clarity that the Department for Education provided in their [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#) .

“A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, ‘pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.’”

These expectations and routines will be taught to the children using our behaviour curriculum.

Behaviour Definition

- Anything a person says or does, everything we see or hear
- Everything from the most valued to the most detrimental
- Behaviour takes on additional relevance when we consider how it impacts on self and others.

Within our Behaviour Policy we describe:

- Behaviours as valued and detrimental
- Feelings as helpful and unhelpful
- Experiences as positive and negative

*Valued Behaviours

Behaviours we are teaching through our behaviour curriculum.

- Creates helpful feelings in self and others
- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

****Detrimental Behaviours** (rationalised as to whose detriment)

Behaviours we are trying to prevent through delivery of the curriculum (difficult, or dangerous). Creates unhelpful feelings in self and others.

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

Reasons for detrimental behaviour:

1. Lack of emotional vocabulary and literacy (dysregulated)
2. Established values or beliefs

Therapeutic Thinking:

An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic

Mental Health and Wellbeing

Mental health is a state of well-being in which every individual reaches his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. (World Health Organisation)

At Godmanchester Bridge Academy, we aim to promote positive mental health and wellbeing for every member of our staff and pupils. We pursue this aim using both universal whole school approaches, and specialised targeted approaches. Through this behaviour policy, we aim to improve the mental health and wellbeing of each pupil in our school through the use of therapeutic approaches that recognises the inextricable link between feeling and behaviours

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Mental health and behaviour in schools November 2018](#)
- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

The policy is also supported by the Special Educational Needs and Disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

GBA – Behaviour Policy

Our Behaviour Policy sets out:

- the roles and responsibilities of staff
- what is valued behaviour and is detrimental behaviour

and how we;

- encourage valued behaviours and respect for others
- secure high expectations of behaviour of pupils
- promote among pupils; respect, resilience and reflectiveness (self-discipline and proper regard for valued behaviours and authority)
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils are ready to complete any tasks they have been set
- monitor and record incidences of valued and detrimental behaviour

Through our school values, we:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Teach pupils the skills and attitudes they need to display valued behaviours.
- Promote respectful relationships between all members of our school community.
- Employ a consistent approach to behaviour management throughout our school.
- Expect pupils to demonstrate reflectiveness, self-discipline and take responsibility for their behaviour.
- Ensure everyone understands the important role they play in our school.
- Promote pupils' self-esteem and help them to have confidence in themselves through developing resilience.
- Recognise that each pupil is an individual with their own needs and adapt the behaviour policy where needed.
- Help pupils to become aware of and respect the needs of others.
- Involve parents in supporting their children to display valued behaviours

An overview of our policy is outlined in the table below for ease of reference. Each section is then supported through the Appendices which follow.

Proactive & Preventative measures				Protective & Educational consequences*
Values	Consistency	Emotional Literacy	Restorative Practice	Stages – teaching and learning opportunities
<p>Children are taught our values through the Behaviour Curriculum (the 5 R’s), and are expected to be:</p> <ul style="list-style-type: none"> • Ready • Respectful • Responsible • Resilient • Reflective <p>at all times.</p> <p>Our universal behaviour curriculum is the methodology and activities we use to teach children to demonstrate our school values through their behaviour.</p> <p>Our values are taught and upheld in all aspects of school life. Adults continue to teach valued behaviours across the curriculum and throughout every school day.</p> <p>These valued behaviours are celebrated through the house system</p> <p>Valued behaviour is praised either privately or publicly</p>	<p>Values are displayed in every classroom (and any other room where learning happens)</p> <p>Clear expectations of the valued behaviours are explicitly taught through our Behaviour Curriculum</p> <p>Expectations are high for all children</p> <p>Adults use the same therapeutic approach which focuses on the feelings of pupils at all times and seeks to identify pupils with a therapeutic deficit in order to then provide targeted support</p>	<p>The Incredible 5-point Scale is used to help identify emotions and explicitly teach emotional literacy</p> <p>We recognise the inextricable link between feelings, behaviours and self-regulation; we explicitly teach this</p> <p>Key vocabulary is used to build understanding and develops in an age-appropriate way</p> <p>Emotional literacy, social awareness and understanding the needs and rights of others is taught as part of the Behaviour Curriculum</p> <p>We teach children the skills and attitudes needed to achieve and maintain valued behaviours through the Behaviour Curriculum for example self-regulation whilst feeling difficult emotions</p> <p>Sometimes self-esteem is promoted through targeted interventions, e.g. social skills groups</p>	<p>Restorative language is used for reminders</p> <p>The restorative approach is built around four key principles:</p> <ul style="list-style-type: none"> • Respect • Responsibility • Repair • Re-integration <p>Restorative conversations are used to explicitly teach and develop self-discipline in our pupils and encourage them to accept responsibility for their own behaviour</p> <p>Pupils are taught to take responsibility for their own actions and to make amends for any-detrimental behaviours that have caused disruption or upset. We teach pupils how their behaviours have had a detrimental effect on others and the environment. We teach compromise through respecting others. Detrimental behaviours are actively discouraged and mutual respect promoted</p> <p>In certain circumstances, Pastoral Support Plans may be set in place for specific pupils</p>	<p>What GBA do to help pupils who do not make progress within the behaviour curriculum</p> <p>Where progress is not made and when a pupil may have a therapeutic deficit, targeted support will be facilitated as an intervention to support individual pupils</p> <p>Throughout our graduated approach to resolving detrimental behaviour this includes:</p> <ul style="list-style-type: none"> • Educational Consequences • Protective Consequences <p>Our targeted behaviour curriculum is the additional methodology and activities we use to teach children to demonstrate our school values through their behaviour.</p> <p>A targeted approach is used when we need to close the gap.</p>

<p>Appendix 1</p> <ul style="list-style-type: none"> • School Values <p>Appendix 2</p> <ul style="list-style-type: none"> • Rewards and Recognition 	<p>Appendix 3</p> <ul style="list-style-type: none"> • Consistent Approach <p>Appendix 4</p> <ul style="list-style-type: none"> • Roles and Responsibilities <p>Appendix 5</p> <ul style="list-style-type: none"> • Children with Specific Needs <p>Appendix 6</p> <ul style="list-style-type: none"> • Monitoring and Review <p>Appendix 7</p> <ul style="list-style-type: none"> • Behaviour Curriculum Content <p>Appendix 11</p> <ul style="list-style-type: none"> • Therapeutic understanding of language 	<p>Appendix 8</p> <ul style="list-style-type: none"> • Emotional Literacy 	<p>Appendix 9</p> <ul style="list-style-type: none"> • Restorative practice 	<p>Appendix 10</p> <p>Detrimental Behaviour & Consequences</p>
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***Protective consequences (removal of a freedom to manage harm):**

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences (the essential learning, rehearsing or teaching to enable behaviour change):

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

Headteacher: Claire Pirrie

Date: December 2024

Governors: Mathew Kelly

Date: December 2024

Appendices

1. School Values (This page is deliberately child friendly for ease of understanding of the policy for them)

Our Values

Ready – we are ready to learn, listen and achieve success.

Respectful – we are respectful to ourselves, all others and all property.

Responsible – we are responsible for our learning and the choices we make; internal-discipline.

Resilient – we keep trying when we find learning, situations or friendships difficult.

Reflective – we learn from our mistakes and try something different.



If pupils' behaviour is detrimental, they with the support of the school, will:

- Learn there are consequences for detrimental behaviours.
- Learn from mistakes and make amends.
- Learn to display valued behaviours in school.

This is done through a graduated response.

2. Rewards and Recognition

We expect all members of our school community to promote valued behaviours by celebrating and praising children's personal achievements when they occur. We do not use bribery, external motivation – what we do to children (*the threat or action of withholding a desirable object, person, experience or activity to make the child to engage in an assigned expectation or task*).

We use rewards* to recognise achievements and valued behaviours.

***Reward** (*What we do for children.*)

A planned logical response to a behaviour designed to help pupils to learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts in a self-motivated way.

Rewards are celebrated with individuals, their peer group and their families. Our policy is built on a belief that all pupils are capable of using valued behaviours and that we should seek these out, recognise them and reward them so these valued behaviours are promoted and more likely to be repeated through self-discipline.

We celebrate rewards in several ways:

House Points

We recognise the value of pupils developing their sense of belonging to their class, Phase, Key Stage, House, and School. This sense of belonging promotes respect, responsibility, resilience and reflectiveness and the importance of being a representative of your class, House, and School.

When children and staff join the school, they join one of our four Houses (Neptune, Luna, Jupiter, Minerva). Our four houses are named after four of the Roman gods as our school is located close to the Roman way. Pupils in Year 6 stand for election as House Captains.

Pupils who exemplify our School Values, are awarded House Points and these are recorded on Class Dojo. Parents have access to Class Dojo and can see when their child receives a House Point. When a pupil receives a House Point, they are contributing to the success of their House.

House Captains collect and tally House Points ready for the weekly Celebration Assembly (Thursday). The House with the most points each half term will receive a reward e.g., a non-uniform day, an afternoon of OPAL play as a House, etc.

Celebration Assembly

Each week, each teacher chooses a child from their class who has **consistently** shown all **five** school values. This achievement is recognised in our Celebration Assembly where the child is presented with a Recognition Reward Certificate.

Honours Awards

At ten points in the year, we recognise the significant contribution a pupil has made to their class and award an Honours Award. These awards are given during our Honours Award Assemblies, which the parents of the recipients are invited to. These are awarded for the following reasons:

1. Settling in well to their new class
2. School Value: Ready
3. School Value: Respectful
4. Autumn Term Honours Award
5. School Value: Responsible
6. School Value: Resilient
7. Spring Term Honours Award
8. School Value: Reflective
9. Summer Term Honours Award
10. Whole Year Honours Award

Wow Work

Every child in the school will have a piece of their work celebrated each year in recognition of an achievement in class. Their work will be displayed for the school community to see.

3. Consistent Approach

As staff, it is our responsibility to build positive relationships with the pupils at our school by demonstrating, teaching, and upholding our school values. We actively seek opportunities to recognise and acknowledge when pupils demonstrate valued behaviours. We act when a pupil's behaviour is detrimental using a restorative approach to encourage them to take responsibility for their actions and to learn from the incident and improve their behaviour. If the detrimental behaviour continues, we use our Staged Approach to support the pupils to make progress through targeted support.

As staff, we ensure that this policy is applied consistently and fairly. Classes do not have individual Class Charters or rules. All classes follow the GBA Behaviour Curriculum.

Staff share a responsibility to recognise when a pupil demonstrates valued behaviours and to celebrate this. In most cases, this will be a verbal acknowledgement, but staff may also choose one of the other ways that we reward positive behaviour. We teach internal discipline by encouraging children to participate, contribute and achieve, independently of external control. Behaviour outcomes and achievement are controlled by the pupil's own motivation and engagement and not reliant on external discipline, which is a gradual process.

How we teach valued behaviour (internal discipline)

- Relationships
- Role modelling
- Consistency
- Routines
- Prioritising valued behaviour
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness

Equally, all staff are expected to take appropriate action when a pupil displays detrimental behaviours. This may include implementing the Staged Approach to provide targeted support to help pupils make progress towards valued behaviours.

All staff are trained in the Restorative Approach to supporting valued behaviours, and restorative conversations take place with pupil both formally and informally to enable them to understand why their behaviour was detrimental and how it impacted others.

Our Behaviour Policy should be read alongside:

- [Safeguarding and Child Protection Policy](#)
- [Anti-bullying policy](#)
- [Equality & PRI Policy](#)
- [SEND Policy](#)

4. Roles and Responsibilities

The Governing Body	<p>The Governing Body is responsible for approving our behaviour policy.</p> <p>They review the policy with the SLT and Headteacher to monitor its effectiveness.</p>
The Headteacher	<p>The Headteacher is responsible for reviewing this policy with the Governing Body.</p> <p>The Headteacher ensures that the school environment encourages valued behaviour and that staff deal effectively with detrimental behaviour.</p> <p>All Prejudice and Racist Incidents, and Bullying, are recorded and regularly monitored.</p>
Pastoral Lead	<p>The Pastoral Lead will work with the Headteacher to monitor the implementation of this policy and provide the staff with support as needed.</p> <p>The Pastoral Lead will also train individuals in Therapeutic Thinking and the Restorative Approach as part of their induction.</p> <p>The Pastoral Lead will monitor the Pastoral Support Plan provision.</p> <p>The Pastoral Lead will support pupils, teachers and parents when targeted support is needed and create a Pastoral Support Plan if necessary to support progress in behaviour.</p>
Staff	<p>All staff share a common responsibility for ensuring the promotion and support of valued behaviours by children in and around our school in line with our school’s Behaviour Policy.</p> <p>Class teachers have day-to-day responsibility for the behaviour management of their classes. A caring classroom atmosphere helps to reinforce valued behaviours and teachers themselves are expected to be good role models for the pupils. Teachers will support the behaviour of pupils in line with our school’s Behaviour Policy and provide a targeted approach to the specific behaviour needs of particular children where needed. Records of behaviour are logged by each class teacher on Arbor.</p> <p>Class teachers will discuss pupils who are not making expected progress with behaviour with parents at the earliest opportunity.</p> <p>If required, class teachers will work with the Pastoral Lead to develop a targeted plan to support a pupil to make progress.</p> <p>Staff on duty will ensure that our school’s Behaviour Policy is adhered to. They will ensure that class teachers are informed of any detrimental behaviours involving children in their classes.</p>
Parents and Carers	<p>Parents and carers can support their child/ren’s behaviour by:</p> <ul style="list-style-type: none"> • talking to their child about how their school support valued behaviours, including the 5 R’s • understanding that children learn developmentally, including how they behave and how their behaviour affects others • understanding that everyone learns best when they feel good about themselves. • encouraging their child to see things from other people’s points of view • encouraging their child to be a good friend <p>The school expects parents to make their children aware of valued behaviours in all situations and to encourage them to become independent and demonstrate reflectiveness and self-regulation.</p>

	<p>If behaviour is detrimental we will expect parents to work in partnership with the school to support their child’s behaviour to progress.</p> <p>Parents and carers will need to:</p> <ul style="list-style-type: none"> • inform the school of any changes in circumstances that may affect their child’s behaviour • discuss any concerns (in the first instance) – with the Class teacher • promote our school values with their children and support school staff when detrimental behaviour needs addressing • Support children to complete work sent home
<p>Children</p>	<p>Children are expected to behave in a way that demonstrates our school values – Ready, Respectful, Responsible, Resilient and Reflective - the 5 R’s) and follow the GBA Routines outlined in the Behaviour Curriculum.</p> <p>Valued behaviours, politeness and good manners (respect) are always insisted upon. Behaviour that is detrimental to the learning or the safety of others is not accepted.</p> <p>Children are also expected to use the strategies they have been taught to improve their self-regulation and de-escalation when they experience difficulties and/or frustration; internal discipline.</p> <p>Participate, contribute and achieve, independent of external control. Behaviour outcomes and achievement are controlled by the individual’s motivation and engagement.</p>

5. Children with SEND

We will consider the age and any special needs of a pupil when dealing with detrimental behaviour. In line with the SEND Code of Practice, we ensure all relevant reasonable adjustments are made to support children with special needs.

It is sometimes necessary to create special, tailor-made programs to include personal, achievable targets and a system of rewards for pupils with SEND. Our expectation of pupils with SEND must remain high and therefore these adaptations are made only when necessary. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to detrimental behaviour may be differentiated to cater to the needs of the pupil. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for a pupil.

Areas of behaviour that need improvement are identified and targeted in the pupil's individual support plan. Parents, Headteacher, Phase Leader, Pastoral Lead, SENCo, Teaching Assistants and outside agencies may be included in the plan if deemed necessary or helpful. Risk assessments will be put in place for children who we feel will need additional support to develop valued behaviours. The SENDCo and Pastoral Lead support class teachers and parents with this process.

The safety of every pupil and their opportunity to learn without hindrance remains the single most important aim.

6. Monitoring and Review

This policy will be reviewed by the Headteacher and the Godmanchester Bridge Academy Governing body in line with the rolling programme of Policy reviews.

Our Pastoral Lead will monitor behaviour across our school through discussions with class teachers and monitoring the Behaviour Books and Arbor reports. They will assist individual class teachers with issues of detrimental behaviour through advice and support children who display persistent detrimental (Stage 1 behaviours and/or Stage 2 and Stage 3 behaviour).

7. Behaviour Curriculum Content

By the end of Phase	Ready	Respectful	Responsible	Resilient	Reflective
Foundation	<ul style="list-style-type: none"> • Enter the classroom sensibly • Quickly settle at my table or carpet space • Hang my coat up, put my lunchboxes on the trolley and water bottle in the box. • Maintain eye contact with the adult where possible • Listen without interrupting • Engage with others positively • Settle to tasks quickly • Do not leave the room unless I have permission from a member of staff. • Remain seated unless given permission to leave their seat • Line up in alphabetical order unless told otherwise • Be silent and ready as quickly as possible to the GBA outstretched 5R hand signal • Track the teacher 	<ul style="list-style-type: none"> • Use a calm and polite tone of voice • Say please and thank you • Talk kindly to others • Say good morning/ afternoon • Respect other's right to learn • Respect school and other peoples' property by looking after it • Tidying up your own toy/resources and the classroom • Being responsible for the choices you make • Understand there are differences and that's ok • If something is in the wrong place, put it back where it belongs • Follow adult instruction • Walk in quietly in class lines • Walk quietly when in pairs • Raise a hand to contribute • Consider contributions before sharing them • Use kind words • Avoid touching the displays 	<ul style="list-style-type: none"> • Walking when in the building • Playing sensibly and not fighting • Using equipment correctly and as instructed • Put resources away where they belong • Try to find a solution yourself before needing an adult's support • Do my best • Take responsibility for my own actions • Accept the consequences for my behaviour • Look after the corridors and bookcases • Clear lunch trays correctly • Use the toilet carefully and flush always • Use bins for all rubbish 	<ul style="list-style-type: none"> • Do your best, even when things are difficult • Try to bounce back when you are disappointed • Accept mistakes are a part of learning • Keep trying when something gets difficult • Try self-regulation strategies • Start to develop some emotional agency 	<ul style="list-style-type: none"> • Talk about our feelings and how they help us with valued behaviours and can cause detrimental behaviours • Accepting responsibility if you make a mistake • Be aware of how detrimental behaviours impact others • Accept the feedback that you are given and try to improve your work and/or behaviour • Take part in restorative conversations when appropriate • Develop conflict resolution strategies

	<ul style="list-style-type: none"> • Listen and pay attention to school adults • Break times – freeze at the first whistle, line up immediately and in silence at the second whistle • Use a knife and fork correctly 	<ul style="list-style-type: none"> • Enter and leave assemblies in silence • Walk in the corridors at all times • Use a quiet voice in the lunch hall • Remain seated whilst eating lunch • Treat all OPAL equipment carefully and put them away where they go • Understand the concept of looking after our own health and wellbeing • Leave the toilets and sinks clean and tidy 			
KS1 As above plus:	<ul style="list-style-type: none"> • Use the 5 Point Scale as my well-being check in. 	<ul style="list-style-type: none"> • Don't use differences to hurt people's feelings • Keeping your table clear from clutter • Walk into assembly in silence 	<ul style="list-style-type: none"> • Complete the work you have been set to the best of my ability • Ensure your iPad is charged • Put books back in the right place the right way around 	<ul style="list-style-type: none"> • Develop the idea of a growth mindset • Develop an understanding of self-regulation strategies that work for you • Develop further emotional agency 	<ul style="list-style-type: none"> • Express how we are feeling using the incredible 5-point scale. • Develop a range of vocabulary to build emotional literacy • Learn from your mistakes and try something different • Recognise when my behaviour has been detrimental and hurt others, the environment or taken

					someone's rights away from them
LKS2 As above plus:		<ul style="list-style-type: none"> We are not racist, prejudice or judgmental about any differences Hold doors open for others Valuing differences Show gratitude to others by thanking people for what they have done for me. 	<ul style="list-style-type: none"> Take responsibility for my own choice and behaviours Take responsibility to complete homework on time Remember to bring the things you need to school Use the library correctly, ensuring books go back in the right place the right way around Make positive contributions to the school and local community 	<ul style="list-style-type: none"> Use a growth mindset to overcome challenges Use self-regulation strategies that you prefer Demonstrate emotional agency 	<ul style="list-style-type: none"> Use a wide range of vocabulary to build emotional literacy
UKS2 As above plus:	<ul style="list-style-type: none"> Arrive at school on time 	<ul style="list-style-type: none"> Take responsibility for wearing correct school uniform 	<ul style="list-style-type: none"> Be positive role models for the school community 	<ul style="list-style-type: none"> Use emotional agency 	<ul style="list-style-type: none"> Use a wide range, including sophisticated vocabulary linked explicitly to emotional literacy

Behaviour Curriculum Content Continued

Routines

We recognise that building routines into each day helps pupils to know what is expected of them and learn valued behaviours. These routines start in the very first days that a child joins the school in the Foundation Stage. By ensuring that all routines are well embedded, we ensure that children become positive role models to one another and to new pupils joining the school.

GBA Routines

Gaining Attention: Our staff use a signal to gain children's attention. This is done by raising one hand with five fingers outstretched to represent our 5 Rs. Their teacher may reinforce this by saying, 'Are you showing me that you are Ready? I'm looking for who is being Responsible. Who is showing Respect?'

When pupils see this, they should respond by raising their own hand and being silent whilst looking at the adult.

Listening: To ensure everybody can learn without distractions:

- pupils are expected to sit or stand up straight,
- track the adult when they speak and
- always pay attention.

Contributing: To ensure that everybody tries their best in class, we expect all pupils to:

- consider their responses before sharing their thoughts
- Putting their hand up so that the adult knows who wants to contribute during whole class discussions
- Share answers/contributions in a clear voice using full sentences
- We use A, B, C (Agree, Build On, Challenge) to deepen talk for learning
- Use kind words only when asked to by their teacher

Walking: To ensure that everyone is safe indoors, we expect all pupils to:

- face forward
- walk in a straight line
- keep hands by their sides
- walk in silence when walking in a class line
- walk quietly when on their own or with a friend
- avoid leaning against walls or tables

Playtime Behaviour: To ensure that everyone can play safely outdoors, we expect pupils to:

- walk from their classroom to the playground
- play safely without hurting anyone
- not 'play fight' because they may hurt someone by accident
- be **kind**, by including people in their games and sharing equipment
- know that someone who is kind behaves in a gentle, caring and helpful way towards other people
- Line up straight away in order when the whistle is blown
- Walk back to their classroom

Lunchtime: To ensure that everyone can enjoy their lunchtimes, we expect pupils to:

- Walk when entering the hall
- Collect their food and sit down straight away
- Use a normal talking volume when in the hall
- Know how to and use a knife and fork correctly
- Use good manners by saying 'please' and 'thank you' when someone gives them food or a drink
- Stay seated during their meal
- Clear any rubbish from their table and empty any left-over food into the correct bin
- Walk sensibly from the dining hall to the playground
- Treat all OPAL equipment with respect

8. Emotional Literacy

As part of our Emotional Literacy provision, we use **The Incredible 5-Point Scale**, a visual tool to assist pupils to become aware of their emotions, such as anger or sadness, and the stage or level of the emotion.

The Incredible 5 Point Scale helps to improve the mental health and wellbeing of our pupils. By teaching pupils to recognise and understand their feelings, we believe this will enable pupils to become more self-aware of their emotions, and therefore become empowered to ask for help if they require it, self-regulate and display valued behaviours. The scale is also used by staff to monitor the emotional wellbeing of each pupil in their class.

Each point/number represents a different level e.g., volume or anger and each number is given a different colour. Giving a number instead of trying to describe or name an emotion helps pupils to think efficiently and to make good decisions in a variety of situations. In this way, the scale acts as a visual representation of the pupil's feelings or actions. This then allows the pupil to:

- (a) provide information to the adult about how they are feeling,
- (b) become more effective in managing their thinking process, and
- (c) implement the desired behaviour as a proactive approach.






Using **The Incredible 5 Point Scale**, pupils rate their emotions as they arrive in school on an age-appropriate scale.

At the start of each year the scale is created and established with each class during a PHSE lesson. The principles are taught again at the start of each half term, during PSHE sessions and class assemblies, to consolidate children's understanding and develop self-regulation strategies e.g. breathing exercises, when they identify as a 3, 4 or 5.

Any pupil who identifies as a 3 or above on the scale is discretely supported as soon as possible. This helps prevent feelings leading to detrimental behaviours through the day and helps develop self-awareness, self-discipline and self-regulation.

Other Resources

As appropriate, we use a variety of other tools to develop pupil's emotional literacy and self-regulation. For example:

5		Angry I've lost control, I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.
4		Overwhelmed Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space
3		Frustrated I'm not getting it, I'm showing signs of stress. I should take a break now.
2		Anxious Trying to stay focused, but having a hard time staying on task. Use calming strategies now
1		Happy Ready and willing to Work

Wheel Of Emotions



Emotional agency (essential for resilience)

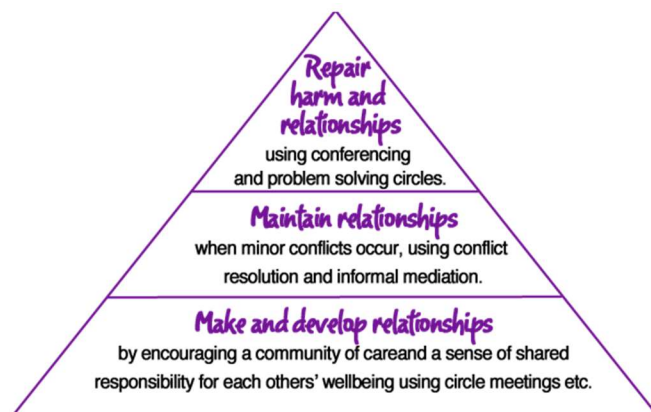
Through teaching emotional literacy pupils develop emotional agency, which is the ability to tolerate negative experiences in the present because of how you will benefit in the future; or the ability to predict a negative experience in the future and take action to manage unhelpful feelings in the present.

Through the behaviour curriculum pupils will develop the ability to predict the benefits in the future of valued behaviours in the present and demonstrate our school's values through valued behaviours.

9. Restorative Practice

Punishment is a negative experience which can lead to negative feelings, which can also lead to further detrimental behaviours. Therefore, as a school our staff use preventative and educational strategies to both protect and educate the children.

A Restorative Approach is a philosophy that sees relationships as central to learning and growth and which underpins our therapeutic approach.



Restorative approaches are based on four key features, closely aligned to our School Values:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Pupils benefit from the opportunity to recognise the harm and distress they have caused others, accept responsibility for their own behaviour and to develop self-discipline. This is a more effective response than traditional punishments.

Restorative approaches lead to positive relationships between pupils and between pupils and staff and promote a deeper understanding of valued behaviours

A restorative approach may include having a 'Restorative Conversation'. These conversations happen during the school day and staff will use restorative language and questions to allow children to understand the impact of their behaviours. More serious incidents may require staff to hold a Restorative Conference which will involve parents or families where appropriate.

The following questions could be used in a Restorative Conversation and/or Conference:

- Tell me more about what happened? (immediately, an hour, morning/afternoon)
- What were your feelings at the time?
- Who has been impacted by what happened? How did ... feel? How did the other children feel?
- How have they been impacted?
- What do you need to happen now? How can you put it right?
- What can you do next time you have those feelings?

Debrief checklist for adults supporting restorative conversations

- Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?
- Has the child had an opportunity to share their experience, including what happened before, during and after an incident?
- Has the child been helped to identify their feelings before, during and after an incident?

- Has the child been helped to empathise with the experience and feelings of others?
- Has the child been helped to understand and accept the need for any protective consequences?
- Has the child been helped to engage in the need for educational consequences?
- Has the child been helped to identify how relationships can be rebuilt?
- Has the child been helped to rebuild those relationships?
- Has the child been helped to develop strategies to respond differently when faced with the same situation?
- Have we documented, actioned and reviewed outcomes and next steps?
- Has everybody involved in the incident received support?

Differentiated restorative de-brief resources

- Social stories
- Role-play with dolls/ teddies/animals/pets
- Comic Strip Conversations
- Signing or signalling
- SEAL resources
- Complete a Therapeutic Tree

Appropriate training is given to staff to support the Restorative Approach. This includes developing listening skills, empathy, use of language (including body language) and understanding situations from another person's point of view. Through using a carefully scripted approach, staff encourage pupils to accept responsibility for their actions, recognise the harm and upset caused and are supported to accept a consequence.

Educational consequences

Educational consequences are fundamental to Restorative Practice. We help children develop new skills or new ways of thinking through discussion or activity. Consequences provide pupils with the skills and self-discipline to behave differently faced with the same set of circumstances reoccurring.

These could include:

- Restorative Conversations/Conferences
- 1-1 time with a member of staff
- Repair time with those affected
- Temporary increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Differentiated curriculum or resources
- Parental involvement when needed

Educational consequences rely on finding the answers to two questions:

1. What does the pupil need to learn?
2. How am I going to teach them and how long will it take?

Protective Consequences

Sometimes a protective consequence is needed when a child's behaviour is dysregulated, putting them or others at risk and when they would not be receptive to a restorative conversation.

These could include:

- Removal of equipment if being used unsafely
- Removal from situations or areas on the school site
- Time to self-regulate or co-regulate in a safe space
- Physical restraint as an absolute last resort

All Prejudice and Racist Incidents, PRIs, and Bullying, are recorded and regularly monitored by the Senior Leadership Team. Our Responding to Bullying Policy can be found [here](#).

10. Detrimental Behaviour and Consequences

Detrimental Behaviour	Protective & Educational Consequences
Stage 1	Class Teacher / support staff
<ul style="list-style-type: none"> • Low level disruption in class • Ignoring adult instructions/requests • Disrupting learning of others • Refusing to complete work • Being rude to others 	<ul style="list-style-type: none"> • Reminder/warning (2 if in FS and KS1) with reminders around detrimental impact to all parties by a trusted adult in year team. Recorded in Behaviour Log Book • Monitored by our Pastoral Lead <p>Repetitive Stage1 behaviours:</p> <ul style="list-style-type: none"> • Progress to Stage 2 • If a pupil receives three or more Stage 1 logs in a week, their teacher contacts the pupil’s parents via Class Dojo.
Stage 2	Class Teacher / support staff
<ul style="list-style-type: none"> • Continuation of Stage 1 • Persistent low-level disruption in class • Hurting others • Name calling • Continued refusal 	<ul style="list-style-type: none"> • Restorative Conversations can take place immediately or during break / lunch time with discussion around detrimental impact to all parties with a trusted adult in year team • If Stage 2 behaviour occurs in the afternoon, the conversation may take place the next day if needed. • The purpose of the conversation is to agree with the pupil what is an acceptable consequence because of the detrimental behaviour and its impact e.g., completing work in own time, letter of apology, reflection time, sacrifice free time, separate play area etc • Uncomplete work may be sent home <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Parents are informed with discussion around detrimental impact on all parties • Recorded on Arbor – this is assigned to the class teacher for the first three incidences that week <p>Repetitive Stage 2 behaviours (More than three per week)</p> <ul style="list-style-type: none"> • Protective consequence for example, consider different break time for educational opportunity intervention / additional adult ratio at breaktimes • Progress to Stage 3 • An individual pastoral support plan will be considered by the class teacher • If a pupil receives three or more Stage 2 logs in a week, their teacher contacts the pupil’s parents via telephone with discussion around detrimental impact to all parties • Recorded on Arbor – this is assigned to the phase leader
Stage 3	Class Teacher
<ul style="list-style-type: none"> • Continuation of Stage 2 • Causing deliberate physical harm to pupils and adults • Deliberately damaging property • Spitting • Stealing • Swearing/Offensive language aimed at others 	<p>Protective consequences (listed below) considered whilst educational consequence / educational opportunity intervention is completed</p> <ul style="list-style-type: none"> • Temporary increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space

<ul style="list-style-type: none"> • Verbal abuse towards staff 	<ul style="list-style-type: none"> • Differentiated curriculum or resources • Parents/carers contacted by telephone and invited to school to take part in their child's Restorative Conference with class teacher and pupil • The purpose of the Conference is to agree with the pupil and their parents what is an acceptable consequence because of the detrimental behaviour and its impact e.g., completing work in own time, letter of apology, reflection time, sacrifice free time, separate play area etc with a discussion around detrimental impact of behaviours to all parties • Early Prognosis to create targeted support by the class team; Pastoral Support Plan and review at least every half term planned & facilitated by class teacher (Pastoral Lead to monitor provision) • Incomplete work will be sent home • Recorded on Arbour - incident assigned to our Pastoral Lead <p>Repetitive Stage 3 behaviours</p> <ul style="list-style-type: none"> • Progress to Stage 4 • The Restorative Conference will be led by a member of SLT with the individual child, class teacher and parents/carers • An individual pastoral support plan will be implemented by the teacher with the support of the Pastoral Lead
Stage 4	SLT
<ul style="list-style-type: none"> • Continuation of stage 3 • Prejudiced behaviour • Bullying 	<ul style="list-style-type: none"> • Recorded on Arbour - incident assigned to our Pastoral Lead • Headteacher informed • SLT contacts parents/carers by telephone and this is followed up by a formal letter • Risk calculator will be considered; a score of 6 and above will have a risk reduction plan created as part of Pastoral Support Plan • Subconscious / Conscious checklist will be considered • Anxiety Analysis will be considered by class team • Pastoral Support Plan, planned by class team and Pastoral Lead as a result of risk, sub/conscious and anxiety outcomes and using the Predict, Prevent and Progress tool and review progress at least every half term by class team • Pastoral support programme implemented and monitored by the Pastoral Lead if appropriate. • Protective consequences (examples listed below) considered whilst educational consequence / educational opportunity intervention is completed <ul style="list-style-type: none"> • Temporary increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space • Differentiated curriculum or resources

	<ul style="list-style-type: none"> • The Headteacher will consider whether a Fixed Term Suspension should be issued whilst adapted plans and support is put in place • Incomplete work will be sent home • Recorded on Arbor - incident assigned to our Headteacher <p>The SLT would consider:</p> <ul style="list-style-type: none"> • Internal or external fixed term suspension considered whilst additional analysing and planning takes place to further support the pupil • Reintegration Plan if needed • Contact and seek advice from appropriate outside agencies
Stage 5	SLT
<ul style="list-style-type: none"> • Continuation of Stage 4 • Extremely dangerous, violent or harmful behaviour • Physical abuse towards staff or pupils • Sexual misconduct • Possession/use of cigarettes, drugs, alcohol, weapons 	<ul style="list-style-type: none"> • Headteacher informed • Recorded on Arbor - incident assigned to our Headteacher • Headteacher contacts parents/carers by telephone and this is followed up by a formal letter • The Headteacher would consider an internal or external fixed term suspension considered whilst additional analysing and planning takes place to further support the pupil • Meet and seek advice from appropriate outside agencies • Protective consequences (examples listed below) considered whilst educational consequence / educational opportunity intervention is completed with outside agencies e.g: Local Authority, Educational Psychologist • Reintegration Plan <p>The Headteacher will consider:</p> <ul style="list-style-type: none"> • Alternative Provision • Managed move • Permanent exclusion

Physical Intervention:

Should physical intervention be needed as a last resort (in accordance with the DfE Guidelines on Physical Intervention), parents are informed and this is recorded on Arbor.

Fixed Term Suspension and Permanent Exclusions:

The school follows local and national guidelines, policies and procedures when the regrettable decision to suspend a child is made. These are outlined in the document [School Suspensions and Permanent Exclusions](#)

Out of School Behaviour:

In line with DfE advice, we reserve the right to discipline pupils for detrimental behaviour which occurs out of school when it brings the school's reputation into disrepute.

11. Therapeutic understanding of language

Adults in school use these strategies to support the delivery of the behaviour curriculum.

Positive Phrasing examples:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

Limited Choices examples:

- Where shall we talk, here or in the library?
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering Scripts examples:

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.
- You can keep the book until the end of the lesson.

De-escalation Script examples:

Child's name, followed by either:

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

12. Graduated Approach

Graduated Approach

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p style="text-align: center;">Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.