'Whatever you do, work at it with all your heart.' – Colossians 3.23

Baden-Powell & St. Peter's CE Junior School

Positive Behaviour & Relationships Policy

Additional School Procedure	
Committee:	Full Governing Body Committee
Procedure Adopted: Amendments	November 2026 July 2026: Page 6 ~ section added about mobile phones and section on banned objectives extended
Review Date:	September 2028

This policy was updated in September 2026 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Baden-Powell & St. Peter's CE Junior School

Positive Behaviour Policy

Aim

This policy has been developed in consultation with stakeholders and is underpinned by our vision and core values.

At Baden-Powell and St. Peter's Church of England Junior School, we strive to achieve our very best, so that we may flourish and grow, in a vibrant community of learning with Christ at our side. Our vision is firmly rooted in our attitudes and relationships with one another, with ourselves and with God. Our sense of purpose is embodied in our five core values which permeate throughout school life: Aspiration, Compassion, Friendship, Respect and Resilience. Our children thrive in an engaging and positive environment where they all have the chance to succeed, develop and grow. Above all, our school is a happy place, the success of which is underpinned by the positive relationships which exist between all members of the school community, adults and children alike. Our policy is designed to encourage appropriate and positive behaviour through an inclusive approach which is based on mutual respect.

This policy reflects the principles set out in the overarching policy, as well as Coastal Learning Partnership's values: Serve, Inspire, Empower.

Roles and Responsibilities

Local Governing Body

- Ensure the school-specific policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures.

Headteacher

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the behaviour and relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Behaviour Policy.

School staff

- Model and encourage good behaviour and relationships and apply the school specific policy effectively;
- Act as role models of good behaviour and to promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the school's policy;
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Keep parents updated about their children's behaviour;
- Involve parents as active partners when implementing the policy.

Parents

- Become familiar with the school's behaviour policy;
- Support the school's behaviour policy and encourage reinforcement of the policy at home as appropriate;
- Raise issues about behaviour directly with the school while continuing to work in partnership with them.

Children

- Uphold the school's rules and contribute to the school culture;
- Participate in adult facilitated reviews of the behaviour policy, rewards and sanctions;
- Receive additional help and support to achieve the school's behaviour standards.

Principles of behaviour management at our school

- Learners have a right to learn; teachers have a right to teach.
- A system of praise and reward must lie at the heart of behaviour management.
- Behaviour at school must be shaped by clearly defined rules and expectations.
- Links to the school's five values – Friendship, Resilience, Aspiration, Respect and Compassion – are referenced when dealing with incidents of positive or negative behaviour. Our school vision is rooted in our behaviours; our attitudes; our relationships with one another and God.
- Children respond to consistency of reward and consequence.
- Children must have appropriate behaviours modelled for them by all adults in school.
- Children must learn to treat others as they wish to be treated themselves.
- Positive relationships between all members of the school community are central to effective behaviour management.
- A strong partnership between school and home is vital to promoting positive behaviour.
- It is part of the school's inclusion policy that inappropriate behaviour will be dealt with in a manner which is appropriate to the child and to the nature of the behaviour which is causing concern.

Encouraging appropriate and positive behaviour – *'The BPSP Way'*

All members of the school community follow a behaviour 'blueprint' (see Appendix A) known as 'The BPSP Way.' This behaviour blueprint provides an understanding of our shared expectations regarding how we positively live out our school vision and values.

Whole school and Year Group worship assemblies are utilised to reinforce the BPSP Way. Linking assemblies to positive behaviour through our vision statement and core values, helps ensure that expectations of behaviour are clear and understood by all and consistently applied. We acknowledge when children have made the right choices through a system of recognition and rewards.

Rewards and Recognition

- A significant and ongoing reward for positive and appropriate behaviour is verbal praise. Praise is easy to administer but is hugely impactful on all children and provides an opportunity for all staff to reinforce the school's culture and ethos.
- We communicate praise to parents via phone call or written correspondence.
- We use House Points as a key tool for rewarding positive and appropriate behaviour for children who live out our school vision and values. They are applied clearly and fairly to reinforce the routines, expectations and norms of BPSP's behaviour culture.
- Headteacher Awards are presented to children who have demonstrated any one of the school's five core values to a high standard. These children are presented with a certificate in Achievement Assembly.
- Postcards can be sent home should a teacher decide that a child's behaviour or effort has been exceptional.
- Teachers and year teams also run their own whole class or year group reward system. This involves the awarding of tokens, such as marbles in a jar, in acknowledgment of outstanding or significant class improvement in some aspect of behavior or attitude. The class reward could be a free lesson or, potentially, an occasional afternoon off timetable. Such arrangements would be at the discretion of the class teacher and agreed on collaboratively with the class. There are many categories of positive behaviours which might be rewarded in this way but examples might include the following: praised behaviour where a class has been covered by a supervisor or by a supply teacher, or led by sports coaches; moving quietly and calmly around the school; being commended for behaviour whilst out on a visit or by a visitor.
- The school subscribes to an online app called Trackit Lights. This is another vehicle for highlighting positive behaviour. It leads to certificates been awarded and other rewards such as Best Seat in the House, where children sit on beanbags munching popcorn during our achievement assembly.
- Positions of responsibility such as house captains or being entrusted with a particular decision or project are used to recognise positive behaviours.

Managing inappropriate behaviour

The aims of any response contrary to the behaviour policy should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent a recurrence. Consequences are best when they are immediate, short and appropriate for the behaviour; they should not be aimed at the child.

We recognise behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate we will work in conjunction with parents/carers, to devise an individual support plan.

Behaviour that does not adhere to the BPSP Way will be addressed through an immediate intervention using the following sequence:

1. Non-verbal gesture
2. Reminder of the school rule that has been broken
3. Private warning followed by 30 second intervention*
4. Time out
5. Restorative conversation
   Professional discretion as to what part of the script is used

* The school uses a '30 second intervention' which broadly follows the recommended script outlined below. The script uses positive language:

30 second intervention

- Identifying the behaviour: *'I've noticed that you are…. (having trouble getting started/staying on task/wandering around the classroom/talking to your neighbour quite a lot).'*
- Linking the behaviour to the rule*: 'By doing this, you are not following our BPSP way… (by not showing respect for your classmates/by not keeping yourself safe/by not showing compassion towards others).'*
- Owning the behaviour: *'You have chosen to…..(not do your work/not follow instructions/be unkind towards others).'*
- Reminding of previous, positive behaviour choices: *'Do you remember earlier/yesterday/last week when… (you helped me/handed in excellent work/showed kindness towards others).'*
- Affirming the positive behaviour choice: *'This is the (name) that I….. (want to see today/know/enjoy teaching).'*
- Valuing the change of behaviour: *'I care about you and know that you will make the right choice. Thank you for listening.'*
  The member of staff will then walk away and give the child 'take-up time' to think, reflect and make a positive change.

Should a positive change not result from this conversation, then the teacher will ask the child to stay behind at the first opportunity in order to engage in a private conversation about their negative behaviour choice. This could be at the end of a lesson/start of break or lunch/end of the day**.** This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. Such a conversation would be carried out in a restorative way using the following script:

Restorative script

- Why did you struggle to make a positive behaviour choice?
- What were you thinking at the time?
- What are your thoughts now?
- Who has been affected by your actions? How?
- What needs to be done to make things right?
- How can we do things differently in the future?

The questions used will depend on the age and individual needs of the pupil. Children learn early on in their school life that their actions have an impact on others and that they will have consequences. If, soon after this conversation, the child is still not adhering to the BPSP Way/following the school values, then the member of staff will follow the same process (30 second intervention, followed by restorative conversation) and a behaviour mark will be recorded on Trackit Lights

Pupils with SEND

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's Personalised Learning Plan.

Non-class Based Incidents

All staff are responsible for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. If a negative incident is witnessed by a member of staff, they should ask the child their name and class. They should then remind them of the BPSP Way and the school value that has not been demonstrated. If this has no impact, the adult will hold the '30 second intervention' conversation with the child. Should this still not result in a positive change in behaviour, the member of staff will inform the class teacher who will then hold a restorative conversation with the child and log the incident as outlined below.

A playground charter is clearly displayed around the playground. It was agreed with the children through consultation with their council representatives. The agreed charter has been discussed with and understood by the children. Playtime and lunchtimes are always supervised by school staff who are encouraged to refer to the charter when dealing with playtime behaviour.

Behaviour Marks

Behaviour marks are conduct points which are logged by a member of staff in order to track incidents of persistently negative behaviour. These are recorded if a child has not responded positively to the restorative conversation outlined above. The term *negative* will not be used with the children, however it will be made clear to the child that a behaviour mark is being recorded to document the fact that they failed to make positive choices despite earlier conversations and to make clear what the consequence of a similar conversation being had will mean for them. For example, "If we have to have this conversation again, I will need to speak to your parent/carer." The following actions will take place should behaviour marks be recorded:

- After **one** behaviour mark is recorded, no further action is taken but a child is warned as to the consequence of a second being issued
- After **two** behaviour marks have been recorded, the class teacher will phone the parents/carers to make them aware of their failure to make positive choices and to explore reasons for this (there could be a personal reason which might explain the behaviour choice that is unknown to the school).
- After **three** behaviour marks, the Year Leader will intervene and talk to the child.
- After **four** behaviour marks the Year Leader will phone parents
- After **five** behaviour marks, the class teacher will invite the parents/carers in to discuss the on-going behaviour concerns and co-ordinate an action plan.
- After **six** behaviour marks, a member of the Senior Leadership Team will intervene and talk to the child about their behaviour
- After **seven** behaviour marks, a member of the Senior Leadership Team will contact the parents/carers and invite them in to explore why the child's behaviour hasn't improved and establish a formal action plan.

At the start of every term, the behaviour marks are reset to zero in order to allow the child a fresh start.

Serious Behaviour Incidents

Behaviour of a seriously negative nature and that is of great concern, for example, an assault on another member of the school community; defiance when told to carry out an instruction that is given to keep a child (or other children) safe; deliberate swearing; bullying (for example repeated incidences of name-calling, mockery or physical harm). The consequence of such behaviour will be for the child to have a reflective and restorative meeting with a member of the SLT, preferably on the same day as the incident, usually at lunchtime.

A parent will be informed via phone call should a child be asked to attend such a meeting and they will also receive a copy of a form outlining what was discussed at that restorative meeting (see Appendix B). This form allows the children to consider the consequences of their actions on themselves and on others, and to consider how to put things right. Parents/carers are expected to read and sign the form, returning it the following day.

The teacher will use the restorative conversation about the negative behaviour choice in order for a positive change to result from the sanction.

For incidents involving **more serious misconduct**, then the SLT will make a decision as to whether a fixed-term suspension, or working in isolation sanction should be used (please refer to *Coastal Learning Partnership's Behaviour Management and Exclusions Policy*). Suspensions from school will always be treated as a last resort and when all other avenues have been exhausted. Where suspension is considered as an option, an internal isolation sanction will always be considered first.

Occasionally, a child's negative behaviour can pose a genuine threat to the safety of that child or to the safety of another member of the school community. A child may be positively handled by a 'Team Teach' trained member of staff in such instances to avoid that child being harmed or causing harm to another. Positive handling of a child must always be reasonable and

proportionate to the harm that might be caused by inaction. Any incidents requiring physical intervention by staff will always result in a reflection and written record of the event involving a member of the senior leadership team and all staff involved in the incident itself; all lessons learnt and outcomes of such a review will be shared with parents and staff accordingly. Refer to DFE guidance, *'Use of Reasonable Force in Schools.'*

When dealing with cases of serious behaviour, BPSP Junior School may consult with outside agencies as appropriate, for example Outreach, Safer Schools Communities Team (SSCT).

In line with the government's *Keeping Children Safe in Education* document, any suspected child on child abuse should be reported immediately to the Behaviour Lead and the Anti-Bullying Champion and to the designated safeguarding lead (or deputy). Examples of such abuse can include the follow:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- upskirting
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- initiation/hazing type violence and rituals

Any such incident should be fully investigated and recorded in detail on both My Concern and the school's MIS system.

Managing bullying incidents

Baden-Powell and St. Peter's Junior CE School is committed to providing a safe, caring and friendly environment for all of our children. We strongly believe that children have the right to learn in a relaxed and secure atmosphere. No form of bullying is acceptable in our school. If a bullying incident does occur, all children should be able to tell an adult and know that it will be dealt with pro-actively and effectively. This also means that any person, who may be aware of bullying incidents, has the responsibility to tell a member of staff.

All staff maintain an attitude of 'it does happen here' and will not dismiss worrying behaviour as normal.

School procedures for dealing with bullying (including prejudice-based/discriminatory), homophobia, biphobia, transphobia, peer on peer abuse, sexual harassment and racism are managed in accordance with the school's ***Anti-Bullying Policy*** (located on the school website under 'Policies.'

- The child will be listened to by the adult to whom the allegation has been made to and the incident subsequently investigated, often with the involvement of the Anti-Bullying Champion. This could mean spending time with those involved to deal with the situation accordingly or carry out restorative work to prevent it happening again.
- Instances of bullying, homophobia, biphobia, transphobia and racism will be recorded (whether alleged or actual). When such an incident is logged, key information is recorded including date, time, location, type of serious negative behaviour and outcomes.
- The outcome of the investigation will be shared with parents (sanctions, solutions, support, etc.)

Banned items

The over-arching CLP policy lists banned items. In addition to this list, children at BPSP must not wear, or carry with them, any smart equipment such as watches or glasses.
Squidgies, fidget spinners or other toys can only be brought into school if an arrangement to do so has been agreed by the SEND department, as a measure to help them self-regulate.
On occasion, our school may find it appropriate to temporarily ban items due to ongoing minor disputes between pupils. In such cases, items that are temporarily banned will be clearly communicated to pupils, staff and parents.

Phones

Although children may bring a phone into school, it must be switched off and must not be taken out of their bag, except to hand it to the teacher for safekeeping during the school day. Once collected at the end of the day, it must be placed in their bag and not switched on until they have left the school site.

The Role of the Parent/Carer

Home-school communication is seen as an integral part of our positive behaviour policy. Parents are asked to sign a Home-School agreement (via the school's MIS system) through which they promise to work collaboratively to support the school in the way it manages behaviour **(see Appendix C)**

Peer Mediation

At BPSP, we follow a Peer Mediation programme where children are trained to help children resolve minor conflict and tension on the playground. This empowers children and develops their sense of community and co-operation resulting in a more peaceful school environment.

Monitoring and Evaluation

The school's Leadership Team will monitor standards of behaviour, on a termly basis, and the implementation and effectiveness of the policy, annually, and report back to the Local Governing Body.

APPENDIX A

Baden-Powell and St. Peter's CE Junior School Behaviour Blueprint

"Whatever you do, work at it with all your heart"
Colossians 3.23

Our Values

Respect
Compassion
Aspiration
Resilience
Friendship

Our Rules

We are **KIND**

We are **SAFE**

We are **READY**

Restorative Script

- Why did you struggle to make a positive behaviour choice?
- What were you thinking at the time?
- What are your thoughts now?
- Who has been affected by your actions? How?
- What needs to be done to make things right?

Over and Above Recognition

We look for children who follow the *BPSP Way* and live out our school vision and values. We acknowledge them by

- Verbal praise and encouragement
- House points
- Achievement assembly certificates
- Postcards
- Class reward systems – 'class treats'

The BPSP Way



30 Second Intervention

1. ***'I've noticed that you are….'*** *(what negative behaviour is occurring?)*
2. ***'This is not the BPSP way. Your behaviour makes….'*** *(what is the consequence of their behaviour?)*
3. ***'You have chosen to…..'*** *(repeat behaviour concern)*
4. ***'Do you remember when…?'*** *(try to find example of positive behaviour being displayed by child)*
5. ***'This is the (name) that I…..'*** *(want to see today, enjoy teaching)*
6. ***'I care about you and know that you will make the right choice. Thank you for listening.'***

The member of staff will then walk away and give the child 'take-up time' to think, reflect and make a positive change

Stepped Sanctions – in private

1. Non-verbal gesture
2. Verbal reminder of rule
3. Private warning followed by 30 second intervention
4. Time out
5. Restorative conversation

Relentless Routines

- Safe walking
- Be courteous
- Meal time manners
- 5,4,3,2,1 – be ready (verbal or non-verbal)
- Wear uniform with pride
- Take pride in our presentation

Adult Consistencies

- Calm, consistent and fair
- Meet and greet with a smile
- Build positive and trusting relationships
- High expectations for all
- Relentlessly bothered
- Recognise over and above

Appendix B

Reflect and Restore

Name: _____ Date: _____ Class: _____

What action do I need to reflect upon?

How did this go against our values or rules?

Why did you struggle to make a positive behaviour choice?

What were you thinking at the time?

What are your thoughts now?

Who has been affected by your actions?

What needs to be done to make things right?

How can we do things differently in the future?

Child's signature: _____

Name/position of BPSP adult who had the restorative conversation _____

Signature: _____

I have read this form and have discussed its contents with my child

Parent/carer's signature: _____

(PLEASE RETURN THIS FORM TO MR BALLANCE)



APPENDIX C

Baden-Powell & St Peter's
CE Junior School

HOME/SCHOOL AGREEMENT

Our School believes in

- our 5 core values: Compassion, Friendship, Resilience, Aspiration and Respect
- the concept of partnership and working together as a community
- the need to set high standards for learning and behaviour for our children and ourselves
- encouraging our children to develop a sense of responsibility and independence

We, the School, will

- model and encourage good behaviour and relationships
- promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the behaviour policy
- ensure that the school's expectations around behaviour are explicitly communicated to the children through teaching about behaviour and through interaction with the children
- apply the behaviour policy effectively and consistently
- ensure that our vision and values are integral to the children's well-being and personal development
- provide a safe, secure and caring environment
- meet the needs of each child by providing broad learning experiences in a well-balanced, structured environment
- maintain high expectations of standards of learning and behaviour, underpinned by our school rules: we are safe, kind and ready.
- celebrate achievements and successes and share them with parents
- be open and welcoming and keep parents informed about general school events and procedures
- inform parents at an early stage about concerns that affect their child's learning, behaviour, attendance and/or punctuality and involve them as active partners when implementing the behaviour policy
- provide clear guidelines for and regularly monitor homework

I/We, the parents(s)/carer(s), will

- become familiar with the school's behaviour policy
- support the school's behaviour policy and encourage reinforcement at home as appropriate
- send my/our child to school on time, ready to learn, appropriately equipped and dressed in accordance with the school regulations
- take an active part in monitoring my/our child's progress in all areas of their educational and personal development
- inform the school about any concerns or problems that might affect my/our child's learning or behaviour
- support the school's values and rules and observe the safety considerations within the school and its grounds
- keep informed about school events and procedures
- ensure my/our child fulfils the school's expectation of learning activities undertaken at home

I, the child, will

- follow the school rules and live out or core values
- accept any help, support and advice regarding positive behaviour in a positive way
- achieve my very best at home and at school by living out our vision, "Whatever you do, work at it with all your heart."
- be in the right place, at the right time, with the right equipment
- care for myself and others
- take good care of the equipment, building and grounds
- encourage my parents to be involved in my learning

Signed: School: .....