| | Policy Name<br><br>Behaviour and Positive Relationships | | Date Adopted:<br>December 2025<br><br>By whom:<br>Deputy Headteacher |
|---|---|---|---|
| **Date for review:**<br><br>December 2026 | **Applicable to:**<br><br>Whole School | **Staff member responsible:**<br>Hattie Osmond | **Governor responsible:**<br>Behaviour and Relationships link Governor |

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**Vision and Statement of purpose of our Behaviour and Positive Relationships Policy**

We believe that a calm, purposeful atmosphere, where pupils and adults alike feel valued, safe and secure helps lay a strong foundation for the school's core purpose of teaching, learning and development. This policy outlines how we seek to create such an environment, using our Values-Based Education as a bedrock for expectations, relationships and teaching and learning. Through our policy, we seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually.

Our common, shared purpose at Bridgetown school is to provide all our pupils with opportunities to help develop into thoughtful, respectful, honest and socially competent individuals who are proud to be members of the school community and indeed the wider community in which they live.

Clearly, as a school, academic achievement and progression is a key part of this. However, we see the social, emotional, spiritual and physical development as the cornerstone to everything we do in school and aim to provide every opportunity to support this.

Integral to academic achievement and progression is the creation of a safe, positive environment, culture and ethos in which all pupils are able to make the most of the learning opportunities offered to them – and that all staff are able to fulfil their roles in facilitating these. This in turn requires ensuring that there are appropriate standards of behaviour.

Developing and sustaining positive relationships is recognised to be a key component to the creation of this safe, positive environment, culture and ethos. This includes relationships between everyone - staff-pupil, pupil-pupil, staff-staff, staff-parents/carer/school-wider community.

At Bridgetown School we believe that young people respond and learn best when the emphasis is upon encouragement and positive reinforcement. We therefore place a strong emphasis upon positively reinforcing appropriate behaviour. This ensures that recognition is given to pupils when they are following and indeed exceeding expectations. When behaviour is discussed with pupils, it is within a framework of rights and responsibilities, and the importance of relationships, inclusivity and diversity. In this way, we hope to help pupils develop an intrinsic motivation for their behaviour, rather than 'behaving' from fear of being told off.

Some of the ways in which we provide such recognition is provided in Appendix 1.

**Statutory Context**

This Behaviour and Positive Relationships Policy has been developed in line with national legislation and guidance, ensuring that our approach is both legally compliant and rooted in best practice. It reflects the following key statutory frameworks:

- Sections 88–90 of the *Education and Inspections Act 2006*
- Section 175 of the *Education Act 2002*
- The *Equality Act 2010*

In shaping this policy, we have drawn upon the Department for Education's guidance and reviews, including:

- *Behaviour and Discipline in Schools: Guidance for Governing Bodies* (DfE, 2012, updated)
- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022)
- *Creating a Culture: How School Leaders Can Optimise Behaviour* (DfE / Tom Bennett Review)
- *Use of Reasonable Force in Schools: Advice for Headteachers, Staff and Governing Bodies* (DfE, 2013)

We also take account of local guidance provided by **Warwickshire County Council**, which supports schools in promoting inclusion, consistency and safety. This includes:

- *Managing Challenging Behaviour in Schools* (Warwickshire County Council)
- *Guidance on the Use of Force and Physical Intervention* (Warwickshire Safeguarding, 2021)
- *School Exclusions Guidance* (Warwickshire County Council)

Together, these national and local sources inform Bridgetown School's commitment to developing positive relationships, promoting responsible and respectful behaviour, and safeguarding the wellbeing of every pupil and member of staff.

**OTHER RELEVANT POLICIES**
This policy is to be read alongside other policies, and in particular:

- Anti-bullying
- Special Educational Needs
- Mental health and wellbeing
- SMCS and British Values
- Online safety
- Code of conduct

**Our Core Values**
Our core values (pillars) are 'ready', 'respectful' and 'safe' and all the other values/principles sit beneath this.

**Values and Principles**
How pupils - and adults - behave is integral to the creation of such an environment. Our Values based approach means we have a value to focus on, one for each half-term, and under the umbrella of either Ready, Respectful or Safe, created by all key stakeholders of the school. In the past these have included:

| | | | | |
|---|---|---|---|---|
| Acceptance | Achievement | Awe and wonder | Belonging | Community |
| Confidence | Empathy | Enthusiasm | Forgiveness | Happiness |
| Honesty | Imagination | Independence | Integrity | Kindness |
| Perseverance | Respect | Safety and security | Teamwork | Togetherness |
| Understanding | Uniqueness | | | |

We regard the quality of relationships as being of paramount importance. We seek to establish healthy connections with the pupils through relationships so that:

- Children and adults have a sense of belonging, feeling safe, secure and valued.
- Positive relationships are imperative to our practice between all members of our school community. We believe that every interaction is an opportunity.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, diversity, respect and value for all members of the school community. We promote these positive links with parents in so many ways, including assemblies for parents, open mornings, parents' evenings, community events, parent forums, curriculum evenings, to name but a few.
- Children thrive when they feel safe through clear boundaries being set and held. This needs to be balanced with adults being well-attuned to the needs of the child - and responding to situations in as calm and measured a way as possible.
- Pupils are provided with clear and concise expectations of their behaviour in ways that are appropriate to their age and developmental stage.
- Clear and concise expectations of behaviour will be described, modelled and encouraged through collective assemblies, in nurture and in class time to ensure that all children understand what is appropriate.
- The majority of pupils are able to follow our expectations with little, if any, need for support. They are able to regulate their behaviour appropriately, make appropriate choices and, where they make mistakes, are able to learn from these through making reparation such as an apology or another appropriate response.
- For those children who, for whatever reason(s), are struggling to regulate their emotions and behaviour, they require a more tailored support. This will typically involve staff following a plan that focuses upon de-escalation, physical intervention if needed in order to preserve the right to be safe (for the pupil,

other pupils and adults) and support following the incident. This is described in more detail in Appendix 3.

- We understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. As a practitioner we should always be thinking 'all behaviour is communication' and what is the child trying to communicate.
- Linked to this, we aim for equity over equality. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). In just the same way that we differentiate for children's learning in maths, English etc, so too we adapt in relation to behaviour, making reasonable adjustments in accord with the child's ability to self-regulate and underlying factors that might be contributing towards the behaviour that's causing concern.
- We hold fast to our principles - and are flexible in our approaches.
- Behaviour is a form of communication. It is the responsibility of the adults to seek to identify what is being communicated and then help the pupil communicate this in more appropriate ways. Within this, context is key and staff are actively encouraged to and supported in considering the various factors that might have led to the inappropriate behaviour.
- Taking a non-judgmental, curious and empathic and holistic attitude towards behaviour, we encourage all adults in schools, to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support for them and others affected/impacted.
- No child is regarded as 'naughty'. Instead we frame behavioural mistakes as learning opportunities. Sometimes pupils will learn the necessary lesson through a consequence; other times what is required is the teaching of specific skills to help them make more appropriate choices in the future. It might be a combination of the two.
- Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child and others.
- We expect certain behaviours - but don't accept them.
- For all the ways we seek, as staff, to support pupils behaviour and encourage appropriate choices, ultimately, we recognise that the only person's behaviour we can control is our own. It is therefore paramount that adults are mindful of their own behaviour and we seek to foster an open, inquisitive working environment where staff can reflect upon their own behaviour. A further strand to this is our commitment to supporting staff wellbeing.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.

Behaviour must always be viewed systemically and within the context of important relationships and situations (i.e. a relational communication pattern rather than an indivdual/personal problem).

**Policy into practice: what the above looks like on a day-to-day basis**

Relationships, rights, responsibilities, predictable routines and rules form the basis of daily life at Bridgetown school, helping to promote a safe, happy and stimulating environment where teaching, learning and development can flow with as minimal interference as possible.

**Relationships**
Strong relationships are the foundation stone to all we do at Bridgetown School. We believe that everyone has intrinsic worth and value - that everyone is 'OK', and is to be treated accordingly.

**Rights and Responsibilities**
At Bridgetown School everyone has the right to:

a) teach/learn/develop
b) be treated with respect
c) be and feel safe

At the start of each year, every class engages in active discussions as to how these three rights will 'look and be lived' in their classroom and around the wider school e.g. at lunchtimes, assembly etc. This extends into considering what responsibilities these rights bring for pupils and adults alike.

Scripts are used, based on the rights, to help children refocus on their behaviour when needed e.g.: 'To keep you safe and to keep the other children safe you need to/remember to…` These might include:
'We need you to…'
'I need you to…'
'I would like you to…'
'I expect/do not expect… thank you'
'I feel disappointed when you choose to…'
'You've made a mess and you can help to clear up'
'I can see you're finding this hard, let's take a breath and start again'
'How can I help you?'

**Routines**
Routines are the 'oil' that help to keep a classroom - and the school as a whole - running smoothly. Each class will set its own routines to promote learning and safety. These routines will include aspects such as:

- entering and leaving the room;
- moving around the room
- moving around the school, especially through corridors
- the use of equipment
- what a child needs to do when they require help with their work/relationships

**Rules**
Our rules link directly to our Code of Conduct which is that children need to be:
Ready
Respectful
Safe
They need to be based around what rules feel safe for us, at which times and for what reasons.

**Consequences: When things go wrong**
The consequences of when someone's behaviour infringes on one of the key principles are also discussed. The focus here is upon the importance of children:

- taking responsibility for their behaviour and its impact upon others;
- learning from their behavioural mistakes;
- doing what is needed to restore relationship where their actions have caused a relational rupture.

Repair and rebuild is an important part of our approach. Pupils are supported in acknowledging the impact of their behaviour on a relationship, be it with another pupil or an adult.

Responsibility, not blame, is the focus of this process, using mediation/restorative justice as a framework. Every effort will be made to ensure that restorative justice is provided for all involved.

If a pattern emerges of ongoing behavioural mistakes being made, discussions will be held with relevant staff/parents/carers to identify possible underlying causes. This is particularly true of those pupils who have been identified as having Social, Emotional and Mental Health needs (SEMH) - or whose behaviour indicates that exploration of this possibility is needed. In some instances, this might involve input from external professionals and a multi-agency approach, such as an educational psychologist, behaviour support, Speech and Language specialists, etc.

Whatever the course of action and subsequent intervention, again our core belief in the fundamental importance of relationships guides how we go about this. Parents/carers will be informed and involved in discussions, as will the pupil themselves. Support is done with, rather than unto.

In deciding upon the most appropriate form of action to take, staff will:

- assess the severity of the behaviour – to what extent has it: impeded others' right to teach/learn/develop; to be treated respectfully; to be safe?
- take into consideration any extenuating circumstances. These will include, for example, whether the pupil concerned has special educational needs that might be a contributory factor;
- ensure that the subsequent response is: proportionate; focuses upon repair and rebuild where necessary; provides an opportunity for the pupil to reflect and learn, using the Reaching Learning Brain model (Appendix 2).

More specific information as to the some of the different ways in which inappropriate behaviour is responded to is contained in Appendix 3.

We will adapt according to pupils' SEMH needs, following different levels or waves of intervention and ensuring that expectations are appropriate and monitored alongside the Assess/Plan/Do/Review cycle of progress. It is important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in the form of a Positive Behaviour Plan, in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate. When planning different levels of intervention/support in our school we outline what:

- All children will need (actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching).
- Some children will need (actions based around Inclusive Quality First Teaching plus additional time-limited support programmes).
- A few children will need (actions that include Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps).

**Critical Incidents**

At Bridgetown Primary School the safety of all members of the school community is paramount. We focus on the two key principles of Protective Behaviours:

1. We all have the right to feel safe all the time.
2. We can talk with someone about anything even if it feels awful or small.

Staff and Governors of the school recognise that occasionally there may be an incident which impinges upon these rights.
When a critical incident includes one where there is:

- Significant physical/emotional/mental/ sexual harm to another child
- Physical/emotional/mental/sexual harm to an adult – this may include ongoing verbal abuse
- Self-harm
- Repeated behaviours showing a lack of respect to children or adults
- Sustained and substantial danger to property
- Sustained harassment or bullying

Staff will:

- Ensure the child can go to a place of safety
- Alert a member of SLT
- The senior staff member, supported by another adult, will supervise the child involved in the critical incident.
- The senior staff member will decide upon the appropriate action to take in line with the school's Relationship and Behaviour policy.
- In the case of an adult causing the critical incident, all children will be moved to a place of safety immediately, the senior staff alerted and the police called by dialling 999. The Lockdown plan may need to be activated.
- The school will endeavour to contact parents of a child who is involved in a critical incident as soon as is practicably possible.

Physical restraint may be used when the child or others are at immediate risk of physical harm and must then only be used by persons trained in these techniques. All key staff at Bridgetown are trained in Teamteach. However, the DfE guidelines permit all staff to intervene in the event of an emergency.

**Bridgetown School policy on the use of force by staff to control or restrain pupils**
The key objectives of the actions described in this policy are:

1. To maintain the safety of pupils and staff;
2. To prevent serious breaches of school discipline;
3. To prevent serious damage to property

**Minimising the need to use force**
Force should only be used as a last resort and we as a school are committed to putting carefully and personally designed strategies in place to prevent there being the need to use force at all.
We will reduce the need to use force by:

- Creating a calm atmosphere in school through use of strategies outlined in the rest of the Relationships and behaviour policy and by catering to children's emotional needs in the way the curriculum is planned.
- Following Protective Behaviour approaches which work to create non-violent individuals, families and communities.
- Using the PSHE curriculum, circle time and assembly times to teach children to manage conflict and strong feelings.
- Provide training for staff in de-escalation techniques (through programmes such as 'Team Teach' and in how to enable children to express their worries and anxieties such as the 'Taking care' programme)
- Only doing so where the risks of not using force clearly outweigh the risks to staff and pupils of using force.
- Putting in place 'Positive Handling Plans' with support from professionals who work with the school

and with support from parents. These provide detailed instructions of how to de-escalate a potentially challenging situation at every stage of its escalation.
- Ensuring risk assessments are in place where risks are high so that there are clear protocols for staff to follow.
- Moving other children away from potentially dangerous situations into other areas of the school.
- Teaching children strategies that will help de-escalate situations.

**Staff authorised to use force**
Staff who have been trained in the use of de-escalation and restraint have permanent authority to use force in adherence to this policy. Where force needs to be used, staff with the training should be called for unless the incident is so serious immediate action needs to be taken to avoid injury and under these circumstances, trained adults must be called for as soon as possible to oversee the incident. A list will be held of those members of staff who are trained to use restraint and new staff will be made aware.

**Deciding whether to use force**
Force may need to be used if:
- A criminal offence is occurring or needs to be prevented;
- A child may hurt themselves or others if they are not restrained;
- A child is doing or about to do serious damage to property if they are not restrained;
- A child's behaviour is a serious breach of discipline whereby others in the class feel threatened or cannot possibly learn.

Positive handling plans in place should give very clear guidelines as to which action needs to be taken and which point, with the last resort the use of force to restrain. Where behaviour escalates very rapidly, then sometimes staff will need to move rapidly through the actions on the behaviour plans, always bearing in mind the above bullet points.
Information about children for whom the use of force is at all a possibility will be passed on to all staff who will work with them. Positive handling plans will be shared, as well as information about who to call upon if such a situation arises.

**Using force**
Control: By control we mean passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back). Control can also mean more forceful action.
Restraint: Restraint means the use of restraint techniques and is usually used in more extreme circumstances, such as when two pupils are involved in a fight and refuse to separate without physical intervention. This can involve using appropriate restrictive holds, which require specific expertise or training.
Where all de-escalation has failed and force needs to be used:
- give a clear verbal warning to the pupil that force may need to be used – use very clear language that a child who is very anxious will understand;
- as far as possible ensure that two people are there to control or restrain and communicate extremely carefully with each other;
- use as little force as is necessary;
- use techniques shown in training and check with other adults on the scene that the methods used are correct;
- avoid unless in an extreme emergency using force that may injure the child;

**Recording incidents**
As soon as possible after the use of force is used it should be documented. A bound book in the head's office needs to be completed to make an official record. Accounts will be factual and dated, with any relevant adults conferring about the events to ensure accuracy. Specific information will be recorded in accordance with the pro-forma in the bound book.

**Reporting incidents**

Incidents where force has been used will be reported to parents verbally, with a written version passed on if requested. Reviewing the positive handling plan with parents should be done to see if any adjustments need to be made.

Where the child is at risk of significant harm if parents are informed, then parents will not be informed.

Incidents will also be reported to professionals working alongside school that we can put in place further measures to reduce the risk of force being used again. On occasion it may be necessary to report an incident to the police, the Warwickshire Safeguarding Board or the Health and Safety Executive.

**Further post-incident support**

In addition to reviewing the incident and working further on the positive handling plan, engagement and support will be offered to parents.

The child involved will also be supported in building any broken relationships and in helping them to understand the incidents and the consequence of their actions so that lessons are learnt.

**Conducting searches of pupils**

The Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have one or more of the prohibited items listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images

**Complaints and allegations**

Where parents of children wish to make a complaint about an incident, then the school's Complaints Procedure should be followed.

**Roles and Responsibilities**

| ***The Governing Body:*** |
|---|
| The Governing Body has:<br>▪ appointed a member of staff to be responsible for promoting positive pupil behaviour (the Headteacher)<br>▪ nominated a member of the Governing Body to oversee the development of behaviour and relationships<br>▪ responsibility for the effective implementation, monitoring and evaluation of this policy |
| ***The Headteacher and Deputy Headteacher*** |

The Headteacher and Deputy Headteacher will:

- work with all school personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential, providing guidance and support as appropriate;
- promote positive behaviour for learning and development for all pupils by leading and role-modelling a values based environment;
- monitor and evaluate this policy
- monitor and evaluate records of behavioural incidents
- keep up to date with new developments and resources;
- organise courses for all key school personnel on behaviour management and restraint where required;
- review and monitor the systems in place;
- annually report to the Governing Body on the success of this policy

***Teachers and Teaching Assistants***

Teachers and Teaching Assistants will:

- be consistent and apply a positive approach towards relationships and behaviour at all times
- create a welcoming class environment with good displays of pupil's work which develop pupil self-esteem by showing the value of every individual's contribution
- organise their classroom to develop independence and personal initiative
- arrange furniture to provide an environment that is conducive to on-task behaviour
- arrange materials and resources to help accessibility and reduce uncertainty and disruption
- promote good learning behaviour by maintaining positive attitudes at all times
- establish high quality relationships with the children
- promote high expectations for all school activities
- use a variety of teaching approaches that will help to encourage positive learning behaviour patterns
- plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities; promote and celebrate pupil effort
- record any behavioural incidents where a reflection sheet was completed and communicate this to parents
- receive appropriate training for effectively managing Relationships and behaviour

***Lunchtime Staff***

Lunchtime Staff will:

- be consistent and apply a positive approach towards relationships and behaviour at all times;
- establish high quality relationships with the children;
- undertake to encourage and establish opportunities for the children to play and socialise in a positive way
- promote high expectations for all school activities;
- record any behavioural incidents where a reflection sheet would be required or beyond and pass these to SLT at the end of the lunchtime session
- receive appropriate training for effectively managing relationships and behaviour

***Pupils***

Pupils will:

- be aware of and comply with the school Code of Conduct about being respectful, ready and safe
- be aware that they have an important role to play in determining and promoting this policy through their own behaviour

***Parents/Carers***

Parents/carers will:

- work closely with the school to ensure that their children help maintain a safe and secure school environment;
- sign the home school agreement;
- promote the positive ethos and values of the school with their children
- Engage with reflection sheets and positive behavior plans

The policy will also be shared with Denim as provider of after school care.

**So, what do behaviour and relationships look like at Bridgetown?**

1. They are linked intrinsically to our pillars of being Ready, Respectful and Safe which in turn link to a half-termly value.
2. Our expectations are explicitly taught through our Respect Curriculum
3. We have clear behavior processes and procedures, which all children understand and staff implement.
4. It involves restorative conversations.
5. We take a proactive approach with every day being a fresh start.
6. We look to adults for role-model conduct, being calm and choosing our language carefully.
7. We use positive noticing to acknowledge success.
8. We welcome the children individually each day.
9. We have a strong support network between staff.
10. We label the behaviour not the child.
11. We understand that behaviour is a form of communication and try to unpick the reasons behind the behaviour.
12. There is a strong understanding from staff about others and their needs.

**Statutory Requirements and Additional Guidance**

- To ensure our Behaviour and Positive Relationships Policy fully meets national expectations, the following statutory points are explicitly acknowledged and incorporated.

**Behaviour Beyond the School Gate**

- Bridgetown School's expectations of behaviour extend beyond the school premises. Pupils are expected to demonstrate our core values of being *Ready, Respectful and Safe* when:
- travelling to or from school;
- taking part in any school-organised or school-related activity;
- wearing school uniform; or
- in any situation where their behaviour could affect the reputation or orderly running of the school.
- Where behaviour outside school has an impact on others or the reputation of the school, appropriate and proportionate action will be taken in line with this policy.

**Pastoral Care for Staff Accused of Misconduct**

- Where a member of staff is accused of misconduct or misuse of powers, the school will follow DfE guidance *Dealing with Allegations of Abuse against Teachers and Other Staff*.
- The school will ensure that staff receive appropriate pastoral and professional support. Suspension will not be an automatic response while an investigation takes place; each case will be considered carefully, with staff wellbeing central to the process.

**Staff Powers**

- Teachers and authorised staff have the statutory power to:
- Apply consequences in line with our policy;
- use reasonable force when necessary to prevent injury or serious disruption; and
- search pupils or their possessions where appropriate and lawful.
- Staff using these powers reasonably and proportionately, in accordance with this policy, will be fully supported by the Headteacher and Governing Body.

**Appendix 1**

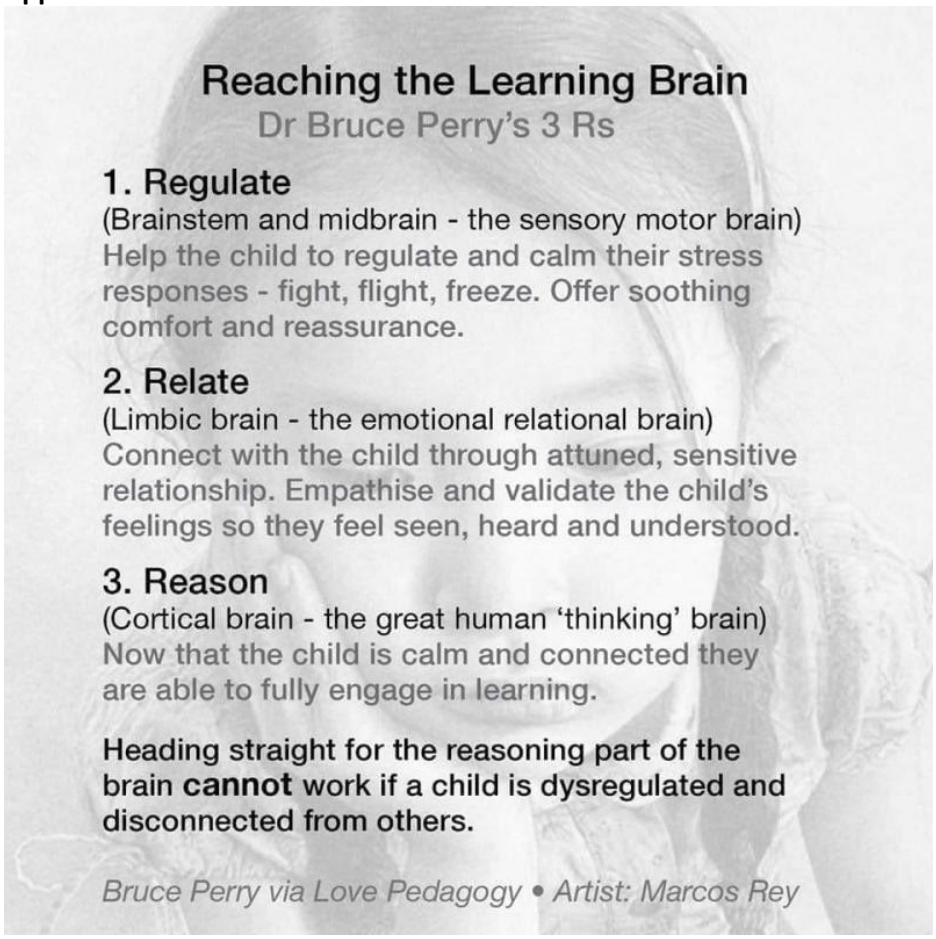
**General Strategies:**

- ✓ positive/ appreciative verbal comments
- ✓ praise and reward 'safe' behaviour
- ✓ reference to the school's code of conduct
- ✓ constructive comments- written/ verbal
- ✓ discuss need to walk away at times – ignore, not join in, building tolerance
- ✓ time in nurture
- ✓ circle time
- ✓ use of trusted adults
- ✓ verbal reminders, warnings and restorative discussions
- ✓ use consequences in proportion to the behavior observed eg. Complete missed work during playtime, then have a movement break before the next lesson
- ✓ feedback to parents/carers
- ✓ celebration through sharing at assemblies, newsletters, press releases, inter-class, inter- school
- ✓ whole class awards such as marbles in jars, treasures from chest

**Whole School Strategies:**

- ✓ recognition of effort and attitude through regular weekly celebration assemblies
- ✓ children are encouraged to share good work with the Senior Leadership Team and other staff
- ✓ special role model awards issued in assemblies for excellence in attitude and behavior
- ✓ recognition of positive behaviour through positive postcards and stickers
- ✓ recognition of children who consistently embody our expectations

**Appendix 2**



**Appendix 3**

# Bridgetown Operating Procedure- Behaviour

## Behaviour Incidents

The following are the agreed Normal Operating Procedures for "Supporting Pupils with Behaviour" at Bridgetown Primary School. This document outlines procedures for staff when dealing with behaviour incidents.
This should be used by all staff as a first port of call should questions arise for how to support pupils exhibiting low level, inappropriate behaviours. Any subsequent questions should be directed to SLT.

| **Why?** |
|---|
| •Consistent behaviour approaches across all staff improve pupil outcomes, reduce disruption and help create a predictable environment that supports learning (EEF, 2022).<br>• A behaviour policy that is clear and consistently applied by all staff helps to maintain a calm, safe school where both staff and pupils can thrive (DfE, 2018).<br>• Inconsistent expectations increase stress for staff; whole-school consistency builds psychological safety and supports wellbeing (Education Support, 2023).<br>• Shared routines and expectations reduce low-level disruption and contribute to a more positive, respectful school culture (EEF, 2019).<br>• When all staff follow the same systems, it reduces decision fatigue and increases confidence in managing behaviour (NASUWT, 2021).<br>• Predictable routines benefit all children, particularly those with SEND, by reducing anxiety and supporting emotional regulation (DfE, 2022).<br>• Whole-school consistency in behaviour expectations ensures fairness, fosters mutual respect and strengthens relationships between staff and pupils (Ofsted, 2022).<br>•When all staff consistently model and reinforce respectful behaviour, it ensures that students learn to respect all adults equally, creating a unified and positive school culture (Jones & Jones, 2012). |

| **Process for Supporting Pupils During Behaviour Incidents** |
|---|
| • Please refer to and follow the **Behaviour Flowchart** when responding to low-level behaviours.<br>• Use consistent, **shared language** (e.g. *Ready, Respectful, Safe*) to support pupil understanding and promote school-wide clarity.<br>• Begin with **positive reinforcement**: praise, postcards, certificates, leadership roles and contact with home all help to build positive behaviour.<br>• Address low-level behaviours using a clear, step-by-step approach: **reminder → warnings → relocation → reflection sheet → escalation**.<br>• **Consistency is key**: all staff following the same approach creates fairness, predictability and strong behaviour culture. Please use the Behaviour Flowchart language to support this.<br>• **Restorative conversations** should be used to help children reflect and take responsibility for their actions.<br>• To keep track of your use of the Behaviour Flowchart within everyday practice, use the 'Behaviour Tracking spreadsheet. Share this as a classroom/ playground team to ensure consistency.<br>• At the **reflection sheet stage**:<br>  ○ Complete the reflection sheet with the child through a restorative conversation.<br>  ○ Log the incident on the Behaviour Tracking spreadsheet.<br>  ○ **For Years R-4:** hand this to parents/ carers at home time and explain the context.<br>  ○ **For Years 5-**6: scan the reflection **sheet** and send it to the BridgetownBehaviour@welearn365.com<br>  ○ A member of SLT will **email the sheet to parents** and ask for parent/ carer acknowledgement.<br>• HO will track when a child has completed three reflection sheets within the space of one half term. You will be able to see this by reviewing the Behaviour Tracking spreadsheet. |

# Examples of Unsafe Behaviours

The following examples should be used to guide staff when deciding which behaviour flowchart to follow at Bridgetown Primary School.

- Examples of low-level behaviours include, but are not limited to:
  - Calling out during lessons
  - Not following instructions the first time
  - Off-task chatting or whispering
  - Distracting others
  - Not completing work or making minimal effort
  - Swinging on chairs
  - Lateness to lessons (within reason)
  - Wandering around the classroom without a clear reason
  - Mild rudeness or lack of manners (e.g. intentional eye-rolling)
  - Low-level dishonesty (e.g. denying minor actions)

Examples of medium- level behaviours include, but are not limited to:

- Swearing or using inappropriate language (not directed with intent to cause harm)
- Physically unsafe behaviours without intent to cause harm or damage (e.g. climbing on furniture, rough play)
- Throwing objects without the intent to injure
- Leaving the learning area or classroom without permission
- Inappropriate use of school equipment (e.g. misusing resources, tech)

Examples of high- level behaviours include, but are not limited to:

- Deliberate physical aggression towards peers or adults (e.g. hitting, kicking, biting)
- Intentional damage to property (e.g. smashing items, vandalism)
- Use or threat of weapons or dangerous objects
- Serious verbal abuse directed at staff or pupils (e.g. threats, discriminatory or hate language)
- Leaving the school premises without permission
- Theft or attempted theft
- Sexualised behaviour or language that is inappropriate for the age/stage
- Bringing prohibited or dangerous items onto school grounds
- Threatening or intimidating behaviour intended to cause fear or harm
- Repeated or extreme defiance of adult instruction, particularly when safety is at risk
- Tampering with safety equipment or alarms (e.g. fire alarm misuse)
- Deliberate actions that place self or others at significant risk (e.g. running into roads, climbing onto unsafe structures)

# Bridgetown Operating Procedure- Low Level Behaviours

**1**

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

**2**

- **Initial Verbal Reminder**
- 30 second intervention: "Anchor" the child's behaviour with an example of their previous good behaviour and make expectations clear.
- Child given the opportunity to reflect on their behaviour and how to improve it moving forwards.

Do you remember last week when you …?
This is your reminder that I need you to…
Thank you for listening.

**3**

- **Verbal Warning (1)**
- Privately and clearly state that this the first warning and reinforce the expected behaviour (see below).
- **Verbal Warning (2)**
- Privately share that this is the final warning before the child is moved in the classroom. Clearly state the expectations.
- *(Provide strategies with both warnings to support safe behaviour eg. positive interuption, one-step removed, brain break).*

This is your first/ second warning…
I need you to…because…
Would it help if..?

**4**

- **Move Position in the Classroom**
- Ask the child to move to another position in the classroom.
- Have a restorative conversation, clearly explaining why the child was moved and giving them an opportunity to reflect on what they would do differently next time.

I have moved you in the classroom because…
I'm not giving up on you.
Would you like some help with…

**5**

- **Reflection Sheet**
- If the inappropriate behaviour continues, ask the child to complete a reflection sheet (see Appendix R). Children should reflect on their behaviour with the adult involved.
- **Log this on the behaviour tracking sheet in Shared<Staff Only<Behaviour<BehaviourTracking.**
- Years R-4: Hand the reflection sheet to parents at hometime and discuss the reasons behind the reflection sheet.
- Years 5 and 6: Scan this onto the printer and email to BridgetownBehaviour@welearn365.com

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

**6**

- **Move to a BLT Classroom (KS2) or another classroom (KS1)**
- The pupil will be expected to complete work in the classroom.
- The BLT member will have a restorative conversation with the child at break or lunchtime and will feed this back to the Class Teacher.

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

**7**

- **Move to BLT Out of Class (Head teacher/ Leadership Office)**
- If there is no improvement, a member of SLT will discuss the behaviour with the child. A meeting will be held with the Class Teacher and a member of the BLT to discuss further actions. A member of BLT will arrange a meeting with the parents/carers to discuss strategies to support the child moving forward. A behaviour chart and positive support plan may be implemented on a case-by-care basis.

How can we make sure you and others feel safe?
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

**8**

- Persistent Incidents
- 3 reflection sheets in the space of a half term will result in the child being put on a Positive Behaviour Plan. The BLT will contact parents to notify them and the Leadership Team will monitor the plan. If there is no improvement in the behaviour the period may be extended.
- *Possible consequences: Exclusion from a class reward, role of responsiblity is suspended, time missed during break times.*

# Bridgetown Operating Procedure- Medium Level Behaviours

**1**

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

**3**

- **Verbal Warning**
- Privately share that this is the final warning before the child recieves a reflection sheet. Clearly state the expectations.
- *(Provide strategies to support safe behaviour eg. positive interuption, one-step removed, brain break).*

This is your only warning…
I need you to…because…
Would it help if..?

**5**

- **Reflection Sheet**
- If the inappropriate behaviour continues, ask the child to complete a reflection sheet (see Appendix R). Children should reflect on their behaviour with the adult involved.
- Log this on the behaviour tracking sheet in Shared<Staff Only<Behaviour<BehaviourTracking.
- Years R-4: Hand the reflection sheet to parents at hometime and discuss the reasons behind the reflection sheet.
- Years 5 and 6: Scan this onto the printer and email to BridgetownBehaviour@welearn365.com

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

**6**

- **Move to a BLT Classroom (KS2) or another classroom (KS1)**
- The pupil will be expected to complete work in the classroom.
- The BLT member will have a restorative conversation with the child at break or lunchtime and will feed this back to the Class Teacher.

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

**7**

- **Move to BLT Out of Class (Head teacher/ Leadership Office)**
- If there is no improvement, a member of SLT will discuss the behaviour with the child. A meeting will be held with the Class Teacher and a member of the BLT to discuss further actions. A member of BLT will arrange a meeting with the parents/carers to discuss strategies to support the child moving forward. A behaviour chart and positive support plan may be implemented on a case-by-care basis.

How can we make sure you and others feel safe?
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

# Bridgetown Operating Procedure- High Level Behaviours

**1**

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

**7**

- **Move to BLT Out of Class (Head teacher/ Leadership Office) and Call Relevant Parent/ Carers**
- The class teacher should call the parent or carer of the child involved, as well as the parents/carers of any children who may have been harmed or witnessed the incident. The incident must be logged accurately on the behaviour tracking system.
- A member of the BLT should be informed immediately and hold a restorative conversation with the child. Using professional judgement, the BLT will decide on the appropriate next steps, which may include further support or natural consequences.

How can we make sure you and others feel safe?
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

# Logging Low Level Behaviour Incidents

This behaviour logging sheet is for teachers to use at their discretion and is intended for personal use only. It is designed to support classroom management and does not need to be shared unless the teacher chooses to do so.

| Name | Date | Reminder | Warning 1 | Warning 2 | Moved position | Reflection Sheet | BLT classroom/ another classroom | BLT Office | How many reflection sheets have been completed this half term? |
|---|---|---|---|---|---|---|---|---|---|
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# Communication of Reflection Sheets

Year R-4: Log that a reflection sheet has been completed using the behaviour tracking sheet in Shared<Staff Only<Behaviour<Behaviour Tracking. Hand the reflection sheet to parents at home time and discuss the reasons behind the reflection sheet.

Year 5 and 6: Once a reflection sheet has been completed, please scan it and email to BridgetownBehaviour@welearn365.com to be sent to parents/carers. Please ensure you share the child's full name to ensure that it is sent to the correct family.

To support clear and effective communication with parents and carers regarding behaviour incidents, the following message will be sent via the email address BridgetownBehaviour@welearn365.com, with the reflection sheet attached.

---

Subject: Behaviour Reflection Sheet – [Child's Name]

Dear Parent/Carer,

Your child has completed a behaviour reflection sheet, supported by a member of staff. This followed behaviour that was considered unsafe and did not meet our school's expectations.

We follow a Restorative Approach to support children to reflect on their actions, understand how their behaviour affects others and learn how to make more positive choices in the future. This is a teaching opportunity and is intended to help children grow and take responsibility for their behaviour.

As part of trialling changes to our school's behaviour policy, this reflection sheet is being shared with you to keep you informed about the restorative discussion that has taken place. If a child completes three reflection sheets within a half term, we will invite parents/carers into school to work collaboratively with the class teacher and a member of BLT to support positive changes.

To confirm that you have seen this reflection sheet, please reply with the message: 'Reflection sheet acknowledged'.

If you would like to discuss this further, you are welcome to request a phone call with a member of staff.

Thank you for your continued support.

Kind regards,
Miss Hattie Osmond
Deputy Headteacher

Bridgetown Primary School

# Positive Postcards

Positive postcards should be used by all staff to 'positively notice' and recognise pupils who demonstrate Ready, Respectful, and Safe behaviour. This consistent approach helps to reinforce our school's behaviour expectations and celebrate positive choices, supporting a whole-school culture of recognition and respect.















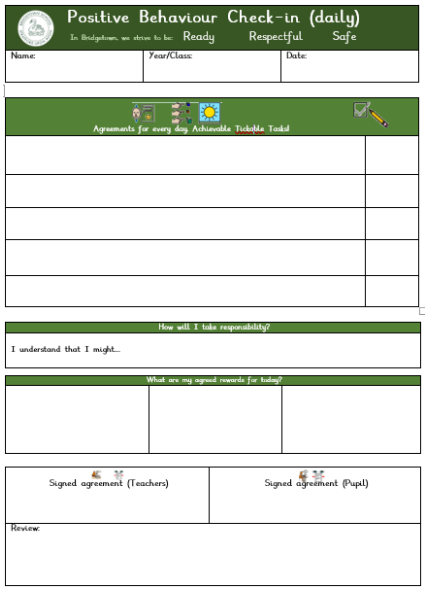




# Positive Behaviour Plans

The following are examples of Positive Behaviour Plans at Bridgetown Primary School. Positive Behaviour Plans are used to provide tailored support for individual pupils who need additional help in meeting our Ready, Respectful, Safe expectations. These plans should include clear, consistent strategies that are shared and used by all adults working with the child. They are designed to support positive behaviour through proactive approaches and predictable responses. Any questions about creating or implementing a Positive Behaviour Plan should be directed to SLT.

Bridgetown is committed to an inclusive approach where all pupils are supported to meet our behaviour expectations. This includes following our policy and the Behaviour Flowchart, with reasonable adjustments made where needed so that expectations remain fair and accessible. For pupils with additional needs, we work on a case-by-case basis. Having SEN does not automatically mean a child requires a Positive Behaviour Plan. Instead, decisions are based on a clear understanding of the child and the level of support that will best help them succeed. Where a child does need adapted support, a Positive Behaviour Plan can be put in place proactively and does not require three reflection sheets beforehand. This ensures staff can respond consistently and effectively, using tailored strategies that help the child regulate, participate, and build positive relationships. Our aim is to balance consistency with individualised support, ensuring every child can engage positively in school life while maintaining a sense of fairness and belonging.



Positive Behaviour Check-in (daily)

In Bridgetown, we strive to be: Ready Respectful Safe

Name: | Year/Class: | Date:

Agreements for every day Achievable Tickable Tasks!

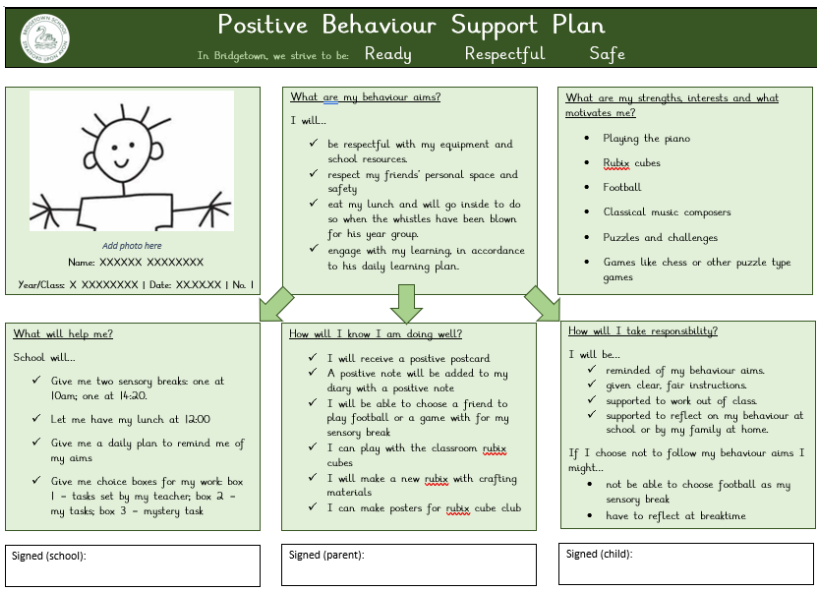
How will I take responsibility?

I understand that I might...

What are my agreed rewards for today?

Signed agreement (Teachers) | Signed agreement (Pupil)

Review:



Positive Behaviour Support Plan

In Bridgetown, we strive to be: Ready Respectful Safe

Add photo here

Name: XXXXXX XXXXXXXX

Year/Class: X XXXXXXXX | Date: XXXXXX | No. 1

What are my behaviour aims?

I will...

- ✓ be respectful with my equipment and school resources.
- ✓ respect my friends' personal space and safety
- ✓ eat my lunch and will go inside to do so when the whistles have been blown for his year group.
- ✓ engage with my learning, in accordance to his daily learning plan.

What are my strengths, interests and what motivates me?

- Playing the piano
- Rubix cubes
- Football
- Classical music composers
- Puzzles and challenges
- Games like chess or other puzzle type games

What will help me?

School will...

- ✓ Give me two sensory breaks: one at 10am; one at 14:20.
- ✓ Let me have my lunch at 12:00
- ✓ Give me a daily plan to remind me of my aims
- ✓ Give me choice boxes for my work: box 1 – tasks set by my teacher; box 2 – my tasks; box 3 – mystery task

How will I know I am doing well?

- ✓ I will receive a positive postcard
- ✓ A positive note will be added to my diary with a positive note
- ✓ I will be able to choose a friend to play football or a game with for my sensory break
- ✓ I can play with the classroom rubix cubes
- ✓ I will make a new rubix with crafting materials
- ✓ I can make posters for rubix cube club

How will I take responsibility?

I will be...

- ✓ reminded of my behaviour aims.
- ✓ given clear, fair instructions.
- ✓ supported to work out of class.
- ✓ supported to reflect on my behaviour at school or by my family at home.

If I choose not to follow my behaviour aims I might...

- not be able to choose football as my sensory break
- have to reflect at breaktime

Signed (school): | Signed (parent): | Signed (child):

**Appendix 4**

# Bridgetown Operating Procedure- Lunchtimes

The following are the agreed Normal Operating Procedures for supporting pupils with behaviour at Bridgetown Primary School. This document outlines procedures for staff when dealing with behaviour incidents during lunchtimes.
This should be used by all staff as a first port of call should questions arise for how to support pupils exhibiting low level, inappropriate behaviours. Any subsequent questions should be directed to SLT.

| **Why?** |
|---|
| •Consistent behaviour approaches across all staff improve pupil outcomes, reduce disruption and help create a predictable environment that supports learning (EEF, 2022).<br>• A behaviour policy that is clear and consistently applied by all staff helps to maintain a calm, safe school where both staff and pupils can thrive (DfE, 2018).<br>• Inconsistent expectations increase stress for staff; whole-school consistency builds psychological safety and supports wellbeing (Education Support, 2023).<br>• Shared routines and expectations reduce low-level disruption and contribute to a more positive, respectful school culture (EEF, 2019).<br>• When all staff follow the same systems, it reduces decision fatigue and increases confidence in managing behaviour (NASUWT, 2021).<br>• Predictable routines benefit all children, particularly those with SEND, by reducing anxiety and supporting emotional regulation (DfE, 2022).<br>• Whole-school consistency in behaviour expectations ensures fairness, fosters mutual respect and strengthens relationships between staff and pupils (Ofsted, 2022).<br>•When all staff consistently model and reinforce respectful behaviour, it ensures that students learn to respect all adults equally, creating a unified and positive school culture (Jones & Jones, 2012). |

| **Procedures at Lunchtimes 12-1** |
|---|
| • **11:30-12pm:** The lunch hall is set up by the kitchen team.<br>• **Reception, Year 1 and 2:** Children go straight into the hall to eat before going outside to play. Class teachers should support with settling their classes before handing them over to MDS.<br>• **Year 3 and 4:** Children play outside until 12:20, eat lunch and then return to OPAL.<br>• **Year 5 and 6:** Children play outside until 12:30, eat lunch and then return to OPAL.<br><br>KS2 line up and walk into the hall, class by class. Children should be guided inside by a MDS to support a calm transition and should not go inside until asked.<br><br>Any children that run or push in the line should be asked to move to the back. |
| **Expectations in the Lunch Hall** |
| • Children sit calmly and silently. When the table is silent, a MDS will instruct the children to collect their lunch from the queue or open their packed lunches.<br>• Children are expected to raise their hands and ask to leave the table. Children should not leave their seat without adult instruction. A MDS or a Bistro Buddy will support with this.<br>• When children have finished eating, they should carefully and calmly tidy their tray/ lunch box away. |

# Behaviour Examples

The following examples should be used to guide staff when deciding which behaviour flowchart to follow at Bridgetown Primary School.

Examples of low-level behaviours at lunchtimes include, but are not limited to:

- Not lining up sensibly or pushing in the lunch queue
- Talking over lunchtime supervisors or ignoring first-time instructions
- Mildly rude behaviour (e.g. tutting, eye-rolling, walking away mid-conversation)
- Leaving lunch tables messy or not clearing up properly after eating
- Playing in restricted or out-of-bounds areas (e.g. too close to fences, by doors)
- Mild name-calling or unkind teasing
- Chasing games that have been asked to stop (e.g. tag in crowded areas)
- Play fighting or overly rough play, even if "just joking"
- Rolling eyes or sighing loudly when spoken to by an adult
- Using playground equipment inappropriately (e.g. misusing skipping ropes or balls)

Examples of medium- level behaviours include, but are not limited to:

- Repeated defiance, arguing with adults or openly refusing to follow instructions
- Rude or disrespectful language including swearing, mocking and deliberately hurtful comments
- Excluding others on purpose, encouraging others to isolate a peer or ongoing unkindness
- Rough or unsafe physical behaviour with the intent to hurt others
- Intentional damage to school property or misuse of equipment after warnings
- Persistent disruption to others' play or escalation of low-level behaviours after reminders

Examples of high- level behaviours include, but are not limited to:

- Deliberate physical aggression towards peers or adults (e.g. hitting, kicking, biting)
- Extensive intentional damage to property (eg. smashing items, vandalism)
- Use or threat of weapons or dangerous objects
- Serious verbal abuse directed at staff or pupils (e.g. threats, discriminatory or hate language)
- Leaving the school premises without permission
- Theft or attempted theft
- Sexualised behaviour or language that is inappropriate for the age/stage
- Bringing prohibited or dangerous items onto school grounds
- Threatening or intimidating behaviour intended to cause fear or harm
- Repeated or extreme defiance of adult instruction, particularly when safety is at risk
- Tampering with safety equipment or alarms (e.g. fire alarm misuse)
- Deliberate actions that place self or others at significant risk (e.g. running into roads, climbing onto unsafe structures)

# Low Level Behaviours- Lunchtime

The following are the agreed Normal Operating Procedures for **lunchtimes** at Bridgetown Primary School. This document outlines procedures for staff when dealing with behaviour incidents during lunchtimes.

## 1

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a lunchtime positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to share safe, respectful behaviour choices.
- MDS team share excellent behaviour incidents with the class teacher.
- Verbal praise for demonstrating our school values.
- Position of responsibility awarded.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

## 2

- **Initial Verbal Reminder**
- 30 second intervention: "Anchor" the child's behaviour with an example of their previous good behaviour and make expectations clear.
- Child given the opportunity to reflect on their behaviour and how to improve it moving forwards.

Do you remember last week when you …?
This is your reminder that I expect you to…
Thank you for listening.

## 3

- **Verbal Warning (1)**
- Privately and clearly state that this the first warning and reinforce the expected behaviour (see below).
- **Verbal Warning (2)**
- Privately share that this is the final warning before the child is told to move to another part of the playground. Clearly state the expectations.
- *(Provide strategies with both warnings to support safe behaviour eg. positive interuption, one-step removed, brain break).*

This is your first/ second warning…
I need you to…because…
Would it help if..?

## 4

- **Move to another area of the playground**
- Ask the child to move to another area to regulate. They can bring a friend with them.
- Have a restorative conversation, clearly explaining why the child was moved and giving them an opportunity to reflect on what they would do differently next time.

I have asked you to move because…
I'm not giving up on you.
Would you like some help with…

## 5

- **Note behaviour in communication book to share with BLT**
- Children should reflect on their behaviour with a MDS and the outcome should be noted within the communication book.
- BLT to receive communication books at the end of lunchtime and follow up with children/teachers through restorative conversations and reflection sheets where necessary.

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

## 6

- **Move to BLT (Head teacher/ Leadership Office)**
- The child will spend some of their lunchtime regulating inside. The amount of time will be on a case-by-case basis depending on the child's needs.
- BLT will have a restorative conversation with the child and will feed this back to the class teacher.

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

## 7

- Persistent Incidents
- 3 reflection sheets in the space of a half term will result in a meeting will be held with the Class Teacher and BLT to discuss further actions. BLT will arrange a meeting with the parents/carers to discuss strategies to support the child moving forward. A behaviour chart and positive support plan may be implemented on a case-by-care basis.
- *Possible consequences: Exclusion from a class reward, role of responsiblity is suspended, time missed during break times.*

# Medium Level Behaviours- Lunchtime

**1**

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

**3**

- **Verbal Warning**
- Privately share that this is the final warning before the incident will be shared with BLT. Clearly state the expectations.
- *(Provide strategies to support safe behaviour eg. positive interuption, one-step removed, brain break).*

This is your only warning…
I need you to…because…
Would it help if..?

**5**

- **Note behaviour in communication book to share with BLT**
- Children should reflect on their behaviour with a MDS and the outcome should be noted within the communication book.
- BLT to receive communication books at the end of lunchtime and follow up with children/teachers through restorative conversations and reflection sheets where necessary.

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

**7**

- **Move to BLT (Head teacher/ Leadership Office)**
- The child will spend some of their lunchtime regulating inside. The amount of time will be on a case-by-case basis depending on the child's needs.
- BLT will have a restorative conversation with the child and will feed this back to the class teacher.

How can we make sure you and others feel safe?
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

# High Level Behaviours- Lunchtime

**1**

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you…

You made a safe choice when…

**7**

- **Move to BLT Out of Class (Head teacher/ Leadership Office) and Call Relevant Parent/ Carers**
- The class teacher should call the parent or carer of the child involved, as well as the parents/carers of any children who may have been harmed or witnessed the incident. The incident must be logged accurately on SIMS.
- A member of the BLT should be informed immediately and hold a restorative conversation with the child. Using professional judgement, the BLT will decide on the appropriate next steps, which may include further support or natural consequences.

How can we make sure you and others feel safe?
What strategies do you have in place when you feel dysregulated?
Who are your trusted adults that you can talk to in school?
I'm not going to give up on you.

# Lunchtime Communication Books

The following lunchtime communication method is the agreed Normal Operating Procedures for **sharing behaviour incidents at lunchtimes with class teachers** at Bridgetown Primary School.

| **Why?** |
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| • Using communication books at lunchtime strengthens consistency, supports wellbeing, and ensures timely intervention.<br>• Consistent communication helps identify patterns early and improves pupil outcomes (EEF, 2021; Ofsted, 2022).<br>• Sharing concerns supports joined-up safeguarding and reduces pupil anxiety, especially for those with SEND (DfE, 2020, 2022).<br>• Open communication builds staff confidence and creates a calm, respectful school culture (Education Support, 2023; EEF, 2019).<br>• Empowering the Play Team to report issues ensures they play a valued role in whole-school behaviour systems (Unicef UK, 2018). |

| **Process for Reporting Behaviour Concerns** |
| --- |
| • Play Team members collect a communication book from the leadership office at the beginning of lunch.<br>• Play Team leaders give children a reminder and a warning before writing the concern in the communication book, to be shared with SLT at the end of lunchtime.<br>• Communication books are returned to the leadership office at the end of lunch.<br>• Key concerns are discussed with teachers and children in the class, with reflection sheets and restorative conversations being completed where necessary. |