



# **THE BELHAM**

## **PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

Including

Anti-Bullying Policy

# Belham Primary School: Behaviour Management Policy

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## Belhamite Values

Belhamites are:

- ✓ **Loving** – They show kindness, politeness, care, and consideration for others.
- ✓ **Helpful** – They consider the needs of others alongside their own, caring for others at all times.
- ✓ **Ambitious** – They strive to do their best and understand that this sometimes requires hard work.
- ✓ **Modest** – They are sensitive to the feelings of others.
- ✓ **Inspirational** – They can cope with disappointment, knowing they are supported by other Belhamites.
- ✓ **Trustworthy** – They care for the school environment and appreciate what we are lucky to have.
- ✓ **Enthusiastic** – They show excitement for learning and trying new things.

## Adults Help Children Become Successful Belhamites

The school environment plays a vital role in children's social and emotional development. All adults in school have a shared responsibility to:

- Take a **keen interest** in the behaviour of all children
- **Celebrate differences** in our community
- **Model and expect high standards** of behaviour at all times
- Use **praise and positive reinforcement** to encourage excellent behaviour

## Why Positive Behaviour Management?

Children observe many types of behaviour in the world around them. We have a responsibility to help them understand that they have **choices**, and to support them in making **appropriate decisions**.

This policy draws on best practices from **Trauma Informed Schools**. We aim to help children:

- Name and regulate their emotions using their **whole brain**
- Engage in distraction tasks to access their '**upstairs brain**' and respond calmly
- Use **movement and physical activity** to manage emotional states

We believe children respond best to **praise and encouragement**. We aim to catch children 'doing the right thing' and acknowledge this, both in school and (through communication) at home.

We strive for strong, consistent systems and boundaries across the school so that behaviour expectations are clear and predictable. These expectations are taught through our **Character Curriculum** and emotional regulation is supported through the **Zones of Regulation** programme.

When behaviour falls short of expectations, children will receive a consequence and engage in a **restorative conversation** to help them reflect and do better next time.

## Praise and Rewards

*"Praise is the most powerful form of influencing children's behaviour."*

**Rewards may include:**

- Verbal praise to reinforce success or effort
- Dojos
- House points (where appropriate)

## Classroom Behaviour Management

**Setting expectations:**

Teachers work with children to define and display what good learning looks like, linking behaviours to the school values. These expectations are revisited at the beginning of each term.

### Response to Disruptive Behaviour

**Step 1: Non-verbal cues** (not recorded)

E.g. eye contact, walking over, hand on desk, removing distracting items, praising adjacent students, or giving general class reminders.

**Step 2: Verbal Warning** (not recorded)

E.g. "<Name>, please put the book down."

**Step 3: Consequence** (recorded on CPOMS)

If behaviour persists:

- The child may miss part of their break or lunch to reflect, complete missed work, or take part in a restorative conversation.
- Parents/carers will be informed at the end of the day and are expected to support the school in reinforcing the message at home.

If behaviour is significantly disruptive, the child may be moved to another class or to an SLT member to complete their work in a calmer environment. This is a **support strategy**, not the consequence. A playtime consequence will still apply.

**Persistent behaviour issues** will result in a meeting with parents/carers. At this point, a support plan may be developed and/or SEND concerns investigated.

**Note:** In cases where behaviour challenges are linked to SEND or early trauma, high expectations remain, but an **adaptive approach** may be used to support the child. This will always be discussed with the family. All staff are trained in trauma-informed practice.

## Extreme Behaviour

Extreme behaviours include but is not exhaustive to:

- Physical aggression
- Swearing
- Refusal to follow instructions where safety is compromised
- Racist or homophobic language
- Stealing or vandalism

In these cases, **steps 1 and 2 may be bypassed**, and more serious consequences applied, including:

- Extended loss of playtime for a fixed period of time
- Structured play close to an adult until trust is restored
- Loss of access to clubs, trips or residentials

Decisions will be based on:

- The seriousness of the offence
- The child's understanding
- SEND or other mitigating circumstances
- Behaviour history

In serious cases, the Executive Headteacher/Headteacher may consider **suspension** or **permanent exclusion**.

### Beyond the School Gate

This policy also applies when pupils are:

- On school trips or visits
- Travelling to or from school
- Wearing school uniform
- Identifiable as Belham pupils
- Acting in a way that affects others or the school's reputation

The Executive Headteacher or Head of School may inform the police where appropriate.

## Use of Reasonable Force

Staff may use **reasonable force** to:

- Remove a disruptive child
- Prevent harm to self, others, or property
- Stop a fight
- Prevent unsafe exit from the classroom

This is a **last resort**, and only after other strategies have been tried.

See: *DfE Guidance: Use of Reasonable Force (2013)*

Further detail can be found in the school's Positive Handling Policy.

## Systems and Routines

- **Walking:** Silent, single file, left side of corridors
- **End of day:** Tidy rooms; teachers say goodbye individually
- **Assembly:** Silent entry; non-verbal reminders used first
- **Trips:** Quiet, respectful behaviour; polite interactions
- **PE Changing:** Quick, tidy, and respectful of belongings
- **Moving During Lessons:** Calm and respectful of others

## Playground Rules

- No climbing on furniture or planters
- Balls only on the pitch, under supervision
- No rough play or 'gun' games
- Share and care for equipment
- No toys from home (except pencil cases)
- Do not enter PE store or bike shed
- Avoid screaming

## How the school and home work together

The school will follow this policy to ensure children remain safe and well supported. The school will communicate home when a child's behaviour has reached step 3. The school and home will work together to ensure positive behaviour is celebrated and poor behaviour not tolerated. We ask that parents/carers support the school with the behaviour management policy by reinforcing our messages when communicating with their child.