



Behaviour Policy – Binfield C.E. Primary School (VA)

1. Policy Statement

Our school is committed to creating a safe, calm, and inclusive environment where all pupils can learn and thrive. We promote behaviour through high expectations, consistent routines, and positive relationships, in line with DfE Behaviour in Schools (2024) and the EEF Improving Behaviour in Schools guidance report.

Good behaviour is a necessary condition for effective teaching and learning to take place and is an important outcome of education, which society rightly expects. We know that as humans we all make mistakes, but what is really important is that we learn from them

We believe behaviour is a form of communication, and effective behaviour support requires proactive teaching, a clear, consistently implemented behaviour policy, and fair, proportionate responses.

2. Core Principles

- High expectations for all pupils
- Consistency across all staff, spaces, and times of day
- Proactive teaching of positive behaviour by all staff
- Positive reinforcement of expected behaviours
- Inclusive practice for SEND, trauma, and SEMH needs
- Safe, calm, orderly environment
- Restorative approaches to repair relationships
- Safeguarding is “everyone’s responsibility” and high standards of behaviour and discipline underpin a safe & orderly environment to learn and play in.

Each principle is grounded in EEF evidence that whole-school consistency and explicit teaching of routines have the strongest impact on behaviour.

3. Roles & Responsibilities



Senior Leadership Team

- Oversee safeguarding and serious incidents
- Ensure policy implementation and monitoring
- Provide staff training
- Analyse behaviour data and identify patterns

All Staff

- Model expected behaviour
- Teach routines explicitly
- Refer to Binfield's Essential Rules
- Use consistent language and responses
- Build positive relationships
- Record incidents accurately

Pupils

- Follow Binfield's Golden Rules
- Wear the correct school uniform smartly
- Seek help when needed

Parents/Carers

- Support the school's behaviour expectations
- Communicate relevant information
- Work collaboratively with staff



4. Binfield's Essential Golden Rules

Binfield's Golden Rules

- Show respect to everyone and use our 'Best Binfield Manners'.
- Treat others how we would wish to be treated – kind hands, kind feet, and kind words
- Listen carefully when other people are talking
- Walk even when we are in a hurry
- Keep the school clean and tidy
- Look after our things
- Always try our best

These rules are taught explicitly and reinforced daily. They should be displayed in every classroom/teaching area of the school.

5. Teaching Behaviour & Routines

In line with EEF recommendations, behaviour is taught like any curriculum area. All staff have a responsibility to model, teach and reinforce the behaviours we are expecting.

We explicitly teach:

- What desired 'Staying on green/ going for Gold' behaviours are
- Entering the cloakroom – quietly and sensibly and taking our turn to put things into/take things out of our locker or from our peg.
- Entering the classroom – quietly and sensibly; engaging with 'first thing in the morning jobs' or getting ready for our next lesson.
- Entering and leaving assembly – quietly, respectfully and sensibly in twos.
- Non-verbal cues & Transitions (Appendix 1)
- Lining up – in twos, walking silently and respectfully
- Asking for help
- Using equipment safely and sensibly
- Movement around school
- Break and lunchtime expectations



Staff use modelling, guided practice, and positive narration.



We also use a traffic light system to support pupils understand their behaviour choices and what they need to do to 'stay on green' behaviours and encourage them to aim for 'Gold behaviours'. (Appendix 2)

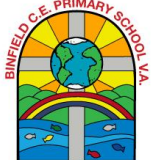
6. Positive Behaviour Approaches

Evidence shows positive reinforcement improves behaviour more effectively than sanctions alone.

Our school uses:

- Specific praise ("Thank you for starting straight away")
- Putting work on display/ opportunities to share learning e.g. at Sharing assembly
- Class, team and individual rewards (see Appendix 3)
- Individualised behaviour plans for SEND pupils
- Assemblies and PSHCE lessons to develop pupil's moral understanding of 'right and wrong'
- Sharing successes with families

We focus on reinforcing the positive behaviour and effort and use our 'Power Tools for Learning' language to support this e.g. well done – x used his persevering learning muscle to complete this challenge – he didn't give up even though it was tricky.



7. Responses to Behaviour (Proportionate & Predictable)

<u>Low Level Behaviours</u> Off-task Calling out Minor disruption Not following instructions	<u>Staff Response</u> Non-verbal cue e.g. looking/signal Proximity Warning Positive redirection Restating expectation Choice-based language
<u>Moderate Behaviour</u> Repeated disruption Refusal Unsafe play Disrespectful language	<u>Staff Response</u> Move name to amber – time out/reflection time in partner class for next session Restorative conversation on return Loss of small privilege Parent contact Recorded on behaviour system - CPOMS
<u>Serious Behaviour</u> Physical aggression Racism (deliberate/intended) Bullying Running off/absconding Swearing or threats Damage to property Non- compliance after multiple reminders	<u>Staff Response</u> Removal from class/name to red Senior Leader involvement Behaviour support plan Possible suspension Recorded on behaviour system – CPOMS Carry out a dynamic risk assessment as appropriate to keep the child safe *Decide if the involvement of other agencies is needed to assess needs.

*N.B any behaviours that give cause for a safeguarding concern may result in other actions being taken – please see Safeguarding Child Protection Policy.

8. Restorative Practice

After incidents, staff use restorative conversations to repair relationships and rebuild trust.

A typical script includes:



- What happened?
- What were you thinking/feeling?
- Who has been affected?
- How could you have handled things differently?
- What needs to happen next?

Apologies are made and a 'fresh start' is given. It is discussed with the pupil how they can get back on 'green' before the end of the day.

9. Support for Pupils with Additional Needs

Some children may need adaptations to the general school policy.

In line with the SEND Code of Practice, behaviour support must be inclusive and needs-informed.

In these cases, school, SENDCO, pastoral team and parents/carers work closely together providing support which may include:

- Individual behaviour plan
- Risk assessment
- Pastoral support plan
- Sensory adjustments
- Reduced demands
- Additional adult support
- Social stories
- ELSA or mentoring
- External agency involvement
- Any other reasonable adjustment

10. Recording & Monitoring

We record incidents on CPOMS and SLT reviews data half-termly to identify:



- List, patterns
- Hotspots
- Pupils needing support
- Staff training needs

11. Suspensions and Exclusions (DfE Statutory Guidance)

Suspensions and permanent exclusions are typically used only:

- As a last resort
- When behaviour poses a serious risk (serious behaviour)
- When all other strategies have been exhausted or are persistent

N.B. Internal (in-school) suspension will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal suspensions will be decided and coordinated by a member of SLT and are usually used as a pre-cursor to more formal suspensions. These can be a very useful tool to help pupils re-set and to complete some pastoral work.

All suspensions and permanent exclusions follow DfE statutory processes.

12. Searching, Screening & Confiscation

The school follows DfE Searching, Screening and Confiscation guidance, [click here to read in full..](#) Staff may confiscate items that are unsafe, banned, or disruptive.

13. Bullying

Bullying is not tolerated. The school follows a separate Anti-Bullying Policy, aligned with DfE guidance.



14. Staff Training

Staff may receive training in:

- Consistent language
- De-escalation
- Trauma-informed practice
- SEND behaviour strategies
- Restorative practice
- Safeguarding

15. Communication with Parents

We maintain open communication through:

- Phone calls
- Meetings
- Home–school books
- Behaviour plans
- Termly updates

16. Policy Review

This policy is routinely reviewed by SLT and governors, or sooner if DfE guidance changes.



Appendix 1:

Non-verbal cues to support learning behaviour/transitions in the classroom

To ensure that learning opportunities are maximised, and time is not wasted, 3 non-verbal cues, developed from the Read Write Inc programme, are used throughout the school. Expectations are that all adults across the school use them, and they are embedded within each class. These are as follows:

- **1, 2, 3** – When moving the children from the carpet to their tables, or vice versa, the staff member counts 1 (when the children stand up), 2 (when the children move in silence to their new place), 3 (when the children sit down). This may also be adapted to lining up for assembly, changing tables for different subjects etc.
- **Hands up** – To get children to stop talking in class/playing on the playground, the staff member holds their hand up. The teacher then waits for silence. Children are expected to silently support other children to notice the hands up signal.
- **TTYP** – When the staff member wants to get the children to talk to their partners in class or in assembly, they should hold their hands up, palms facing each other and thumbs on top. They should then move their hands so that fingertips are facing each other and palms are facing the body. The movement should resemble a gate closing.



Appendix 2:



The 'Staying on Green...Going for Gold' System:

The system is designed so that:

- Children who regularly meet 'Binfield's essential Golden Rules' are recognised and celebrated.
- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.

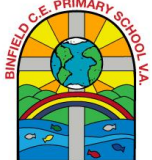
How it works:

Reinforcing the positive:

- In each class there is a prominent 'Staying on Green...Going for Gold' display.
- On this display, all children have a label with their name on it.
- Each day, every child starts on green.
- If children demonstrate/make the right choice of behaviour they are celebrated for 'staying on green' – verbal praise and reinforcement. All those that have managed to stay on green all day also earn 2 team points for their team.
- Once a week, the class teacher will review with the class who has consistently stayed on green (ideally in their PSHCE lesson) all week and these children will be celebrated by moving their names to Gold and earning a 'Gold behaviour sticker'. They will earn 10 team points for their team.

Turning around a negative choice:

- If children make a wrong choice, they are initially given a clear warning, stating the behaviour that is not acceptable e.g. I've asked for good listening; I need you to look this way and show me your good listening thank-you'. If the behaviour is repeated, then the child's name will normally be placed on amber. If a behaviour incident is serious or extreme, amber will be by-passed and the child's name will move to red.
- Teachers will record any Amber or Red behaviours on CPOMS and also to try and ascertain any recurring patterns/triggers and to put in place appropriate strategies to support the pupil in changing their behaviour.



- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green. Persistent poor choices of behaviour may result in a child moving to red, where further consequences and support will be instigated (see chart below).

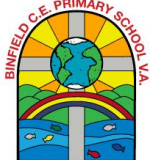
Behaviour Colour	Action	Who involved?
Gold <i>Consistently 'staying on green' and being a good role model to others.</i>	Once per week (ideally during PSHCE lessons) – review behaviour with the class. All children that have managed to stay on green all week move their names to Gold and are given a gold sticker to wear. 10 team points	Class teacher (Weekly)
Green <i>Co-operating with others, respecting others, respecting belongings, always doing your best, being polite, showing good manners, good listening, being considerate, using our 'Power Tools for Learning' to help us learn well. Following the 'Binfield's Golden Rules.'</i>	In class praise /positive reinforcement	Class teacher
If a child is finding it difficult to follow the expectations:		
Warning	The Child is told clearly, "This is your warning". The staff member makes reference to 'Binfield's Golden Rules' so that the child is clear about what they need to change. It	Adult in class/any member of staff



	is made clear that they will be moved to amber if they choose to continue the negative behaviour. Appropriate take-up time is given. Verbal recognition of 'Thank-you' or a non-verbal thumbs up will be used if the change is made promptly. If the behaviour is repeated then the child's name is moved to amber.	
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Amber behaviours may include:- <i>Not ignoring inappropriate behaviour, Fiddling and distracting others, Running in school, Not lining up properly, Interrupting, Not listening, Name calling and answering back, Inappropriate comments, incl. disrespect to adults.</i> <i>Shouting out, Ignoring staff instructions, Throwing objects but not at people, Chewing, Invading other children's personal space, Play fighting Inappropriate noises.</i>	The child is sent with their work to a time out area in their partner teacher's class for reflection time until then end of the lesson/session or until they believe they are ready to return to class and participate. After this time, the child returns to class. The teacher welcomes them back positively and encourages them to get themselves back on 'green' by making the right choices for this session/lesson. If the child has turned their behaviour around and sustained this for the duration of the next lesson/session, then they can return to being placed on green.	Adult in class/any member of staff Recorded on CPOMS. * If persistent this should be shared with AHT and SENDCO/IM. Partner class teacher.
Warning	If the negative behaviour persists, the Child is told clearly, "This is your warning". The staff member makes reference to 'Binfield's Essential Golden Rules' so that the child is clear about what they need to change. It is made clear that they will be moved to red if they choose to continue the negative behaviour. Appropriate take-up time is given. Verbal recognition of 'Thank-you' or a non-verbal thumbs up will be used if the change is made promptly. If the behaviour is repeated then the child's name is moved to red.	Adult in class/any member of staff



Appendix

Rewards

How perceive

Red may include:- <i>Telling Lies Refusing to work</i> <i>Refusing to take consequences</i> <i>Damaging/ destroying other people's work</i> <i>Damaging/destroying display</i> <i>Leaving class without permission</i> <i>Throwing object at people</i> <i>Threatening other children</i> <i>Hurting other children on purpose</i> <i>Making ourselves and others unsafe</i> <i>Fighting, Swearing Racist behaviour*</i> <i>Physical assault on another child, including fighting*</i> <i>Physical aggression towards an adult*</i> <i>Hurting an adult</i> <i>Threatening an adult*Leaving school without permission*</i> <i>Stealing* Damaging property</i> <i>Setting off a fire alarm or similar</i>	Child is initially sent to the AHT in the team. They will keep the child with them to ascertain what has happened/carry out an initial investigation and make a record. They will give an appropriate consequence related to the misbehaviour e.g. a child wastes learning time in class, the consequence is to catch-up on their learning during their break time/lunch time and make suitable reparations with those involved. If this is persistent i.e. 3 times in a term and/or a more serious incident, then the child will be sent to the DHT. The AHT will determine whether/when it is suitable for them to return to class. They will return on amber and be encouraged to try and get to green by the end of the next session. If the child refuses to go, the class teacher will send the LSA or (if not possible) then another child, to get assistance from the SENDCO/IM; ELSA; DHT or HT. The Parents/Carer will be informed by a member of school staff. They may be required to come in for a meeting with staff. If the incident of misbehaviour is more serious, then the DHT/HT may put a more serious consequence in place. This could include: paying for damage to school property; cleaning up/repairing damage; instigating a suspension from class/school* *this could be internal or external and includes the removal of children from lunchtimes.	Adult in class. SLT. Parent/Carer Recorded on ABC behaviour monitoring sheet and AHT/DHT behaviour log.
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3:

children

themselves is of great importance. We wish to build children's self-esteem throughout their time in school. We give praise and recognition both verbally, visually (stickers) and written.

Good behaviour should be praised and recognised both inside and outside of the classroom, by all adults within school.

Whole School Rewards: all classes will use these consistently across the school



Daily	Individuals/ team	Team Points: Awarded by adults who spot children following the ‘Binfield’s Golden Rules’ and using their ‘Power Tools for Learning’. There is a termly award for the winning team and a cup is presented to the winning team at the end of the year. Staying on green – 2 team points can be earned each day for every child who has stayed on green all day.
Weekly	Individuals (1 per class) Inside school	Pupil of the Week: Focus on positive learning behaviours and kindness and good manners Awarded by the class teacher who has noticed a child who has consistently ‘gone the extra mile’ with their learning during the week. This is announced in assembly each Friday. Parents are invited into the assembly on the Friday. It is awarded on merit, so a child may be the Pupil of the Week more than once in an academic year. The children devised this system and were very keen that this is a special award and is not something to just be given to everyone in turn during the course of the year.
Weekly	Individuals Outside of school	Achievement Book: Focus – recognising wider achievements of pupils outside of school Children can see the Head, or a member of the SLT to tell her of an achievement that took place in or out of school. This is written into the Achievement Book, is shared at Team assembly and in the newsletter.



Within class time scale	Whole Class	Class marble jar: Focus - reinforcing whole class routines/transitions/ tidying up A marble is awarded by the class teacher for the whole class <u>all</u> doing what has been asked e.g. lining up nicely; all being ready; tidying up well; walking into lunch etc. A marble target is set e.g. 10 marbles, and once achieved, the class have a short reward as agreed.
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