



Bilton Grange Primary School Behaviour Management Policy

Adopted by the Local Governing Body:	December 2025
To be reviewed:	December 2026

Purpose

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave in order to maintain a safe environment in which all pupils can learn and reach their full potential.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

General information and social norms at Bilton Grange

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We realise pupils' behaviour improves and they feel safer and happier in school if school staff consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'. We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a calm room (The Nest) specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school staff can take individual children to talk about their concerns or worries or to help them regulate if something has upset or angered them.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in school
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.
- DfE guidance on what academies should publish in their behaviour policies

Leadership and Management

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the LGB. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy fairly and consistently
- Maintaining consistency in applying this policy throughout the school
- Modelling positive behaviour
- Staying calm when dealing with unacceptable behaviour
- Applying all sanctions fairly and consistently
- Discussing pupil behaviour and discipline regularly at every staff meetings
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Attending appropriate training on behaviour management
- Ensuring the health and safety of the pupils in their care
- Working in partnership parents and carers, keeping them up to date with their child's progress and behaviour at school
- Recording behaviour incidents in the School Behaviour Log
- Maintaining high standards of ethics and behaviour within and outside school and not to undermine fundamental British values and the protected characteristics

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour expectations of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

School systems and Behaviour Management at Bilton Grange Primary School

We have a restorative approach to managing behaviour at Bilton Grange and all staff are trained in the delivery of this approach.

The following principles inform our approach to behaviour:

- All adults are role models of good behaviour
- All adults notice and celebrate when children behave well
- All adults actively teach children how and why to get along with others
- All adults refer to the same school rules when establishing boundaries
- All adults teach children that most actions are choices and that choices have consequences (this may not be the case for some children with specific learning needs)
- All adults operate a zero-tolerance approach to sexual violence, sexual harassment, and racism. Children know it is never acceptable and will never be tolerated
- All adults operate a zero-tolerance approach to bullying and cyber bullying children know it is never acceptable and will never be tolerated
- All adults help children to learn from their mistakes in a spirit of generosity and forgiveness

We have 3 clearly defined school rules, **Ready, Respectful and Safe** which are designed to encourage children to be display these 3 characteristics at all times.

These school rules should be displayed in every classroom. Staff members should discuss them regularly with their class and children should be able to explain what they mean.

Ready

- Come to school on time
- Look and listen to the person talking
- Follow instructions first time
- Start work straight away
- Wear the correct uniform
- Line up promptly and quietly

Respectful

- Greet adults politely when we arrive each day
- Thank adults we work with at the end of the day when we leave
- Pick up after ourselves and others
- Do things for others because it feels good
- Work hard in lessons
- Notice when others have done something for me
- Hold doors open
- Win gracefully
- Use others names

Safe

- Move calmly around school and outside
- Use equipment properly
- Kind hands and feet
- Play only in the places allowed
- Use technology responsibly
- Wash hands regularly
- Catch and bin coughs and sneezes

In the Foundation Stage these rules are more simply defined for children:

Ready

- looking at the person helping us
- being quiet
- sitting or standing still

Respectful

- showing that we are ready to learn
- saying please and thank you
- looking after the world around us
- holding doors open for people to walk through
- helping children and adults
- using kind words

Safe

- using wonderful walking when moving around school
- keeping our hands and feet to ourselves
- listening to the adults looking after us

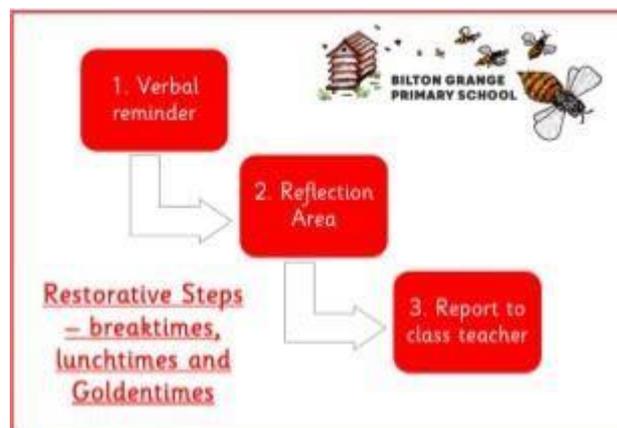
Children are taught to use GOLD when moving around the school building and corridors. Staff reward children on the spot who are good role models of using GOLD by giving out golds star stickers. GOLD posters are displayed around school. Children are explicitly taught the Golden Roles for corridors.

Our Golden Rules for the Corridor

<p>Give Way</p>  A red inverted triangle sign with the words "GIVE WAY" in black capital letters inside.	<p>Only Walk</p>  A simple line drawing of two stick figures walking side-by-side on a path.
<p>Look and Listen</p>  A profile drawing of a person's head with their hand cupped behind their ear, and a blue dashed line representing sound waves entering the ear.	<p>Do Not Talk</p>  A drawing of a mouth with a speech bubble above it, crossed out with a thick red diagonal line.

Rewards and Sanctions

Our children work in a calm and thoughtful manner. There is a strong family atmosphere in the school and pupils set their own high standards of responsibility and behaviour. Our children are rewarded for effort in line with our school rewards and restorative steps graduated approach as shown in the posters below. Copies of these are displayed in each classroom. Where sanctions are required, for misbehaviour such as poor attitude in the classroom or outside the graduated restorative steps are used. However, in the case of misbehaviour defined as serious, this will be brought immediately to the attention of the Deputy Headteacher or Assisnat Headteacher and when needed the Headteacher.

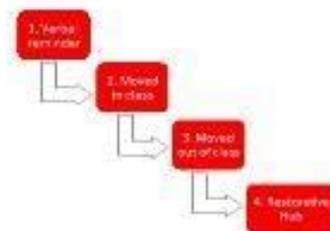


Rules	STAGE 1 BEHAVIOURS	STAGE 2 BEHAVIOURS	STAGE 3 BEHAVIOURS
	Use steps, Restorative conversations throughout steps.	To Key Stage Lead and possible referral to restorative hub	To Stan, Helen or Jack and phone call home
<p>Ready Ready and equipped to learn; have a positive attitude and try our best.</p> <p>Respectful Respectful to all others and our environment; listen to the speaker; follow instructions from adults.</p> <p>Safe Keeping ourselves and others happy and safe</p>	<p>Shouting out/ chatting/ talking</p> <p>Lack of concentration</p> <p>Rough play</p> <p>Distracting others</p> <p>Poor quality of work – no effort</p> <p>Throwing items (not at others)</p> <p>Name calling</p> <p>Rudeness</p>	<p>Behaviour causing significant risk to self (climbing fences/standing on tables etc.)</p> <p>Swearing</p> <p>Refusal to cooperate with staff/ defiance</p> <p>Deliberate damage of property</p> <p>Leaving classroom without permission</p> <p>Rough behaviour that hurts</p>	<p>Bullying</p> <p>Spitting</p> <p>Theft</p> <p>Racism or Homophobia</p> <p>Deliberate causing significant harm to others</p> <p>Behaviour on trips that endanger others</p> <p>Behaviour that brings the school into disrepute</p> <p>Threatening the safety of others</p>



Steps: 1 = Verbal reminder, 2 = Moved in class, 3 = Moved out of class, 4 = Restorative hub.

- Be consistent
- Use script (overleaf)
- Reset each session (before break/after break/afternoon)
- If reach step 2 three or more times in a week, permanently moved in class
- If reach step 3, sit in new place for the rest of that day on return to class
- If reach step 3 three times in a week, move to step 4
- If reach step 4 three times within a half-term, phone call home



Where behaviour results in the Hub being used, restorative activities will be worked through with the Hub leader.

Recording of Misbehaviours

Misbehaviours which reach the sanction level of time out will be recorded on the Hub log by staff. This log will be completed before the Hub so the Hub leader can talk through the misbehaviour with the child.

Any misbehaviour defined as serious is recorded under conduct on Scholar Pack and must detail the following:

- What happened;
- Action Taken
- Which parents were informed
- Follow-up of incident.

Incidents of serious misbehaviour must always be discussed with parents in an appropriate manner at an appropriate time.

Misbehaviour records will be reviewed and evaluated at monthly SLT meetings and findings communicated to all staff.

Pupil support - Behaviour Nurture

Where children find it difficult to cope with the social aspect of lunchtimes, they too can access a lunchtime Hub but as a nurture session where they can partake in a range of activities inside. This is not a sanction and this is clearly communicated to the child.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when coming to and from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Creating a culture of good behavior – setting and maintaining social norms

We want children to behave well because it is the right thing to do and not always to get a reward. However, it is the responsibility of all staff to set and maintain social norms. Children must learn how to behave well, so they need us to be clear and consistent in our expectations, to point out to them what they have done that was good behaviour and to praise them when they have made good choices. It is the responsibility of all staff to maintain our high expectations at all times.

Setting and maintaining social norms

What to do:

Explain **clearly** what you expect, provide examples and **model** it.

Tell them **why** good behaviour is important and **get them to explain** it to each other and the group.

Narrate **positive recognition** for children doing the right thing.

Frame instructions using **positive language**.

Gain attention, **pause**, then give an instruction.

Only talk when the group is **silent** and looking at you.

Have a **signal for silence** such as a bell.

Stand still to speak and give good eye contact.

Explain **expectations before** they follow an instruction.

Break expectations into **small chunks** and provide lots of practice.

Arrange furniture with a **clear purpose**.

Have a **lining up order** and instruct line leaders to **stop** at given points.

Keep expectations at all times – **don't ease off**.

Reboot expectations regularly.

What to say:

Avoid asking 'why' questions when dealing with misbehaviour.

Use **partial agreement (maybe, but)** to stop conversations going off on a tangent.

Draw attention to the majority meeting expectations rather than the minority not doing so.

Give **conditional permission** when children ask to do something *When you have started your work, then I can come over and help you.*

Narrate the reason for tidying up: *If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...*

Narrate the reason for not wasting food: *It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.*

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
 - Hurting themselves or others
 - Damaging property
- Incidents of physical restraint must:
- Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents

Pupil support/SEND

We recognise that some pupils, including those with Special Educational Needs and Disabilities (SEND), may experience barriers to meeting behaviour expectations.

Our approach maintains **high expectations for all pupils** while ensuring responses are:

- supportive
- proportionate
- individualised where appropriate

Reasonable adjustments are made to help pupils understand, regulate, and meet expectations successfully.

Adaptive Approach

For pupils with identified or emerging needs, staff may:

- adapt communication (simplified language, visual supports, pre-teaching)
- provide additional processing time and scaffolding
- use regulation strategies and planned movement/sensory breaks
- implement personalised support plans (e.g. IBPs, risk assessments, provision maps)
- utilise alternative spaces or adult support (e.g. POD provision)

These adaptations are proactive and intended to **prevent escalation and build independence**.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Pupils transitioning to new classes and/or key stages or pupils that are new to school will be explicitly taught the expectations within this policy.

Staff induction, developments and support

Behaviour management will also form part of continuing professional development. A record of which is kept in the staff training log.

Banned Items

The 2018 DfE Searching, Screening and Confiscation Advice is has informed this policy. It identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

In addition to the prohibited items identified above and detailed in the DfE Searching, Screening and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons. Bilton Grange Primary School's Governing Body considers that the following items are inappropriate and should not be brought into school:

- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc.)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
- Aerosol (including deodorant and hair spray)
- E-cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Mobile Phones

Use of mobile phones by pupils:

We recognise that mobile phones and other internet-enabled devices are part of everyday life for many children and that they allow children that walk to and from school unsupervised to get in touch with parents/carers should they need to.

However, it is vital that the potential mis-use of phones is acknowledged. Potential negative issues that may arise, could include:

- mobile devices may be lost, stolen or damaged;
- mobile devices can prove a distraction to teaching and learning in school;
- they may provide a means of bullying or intimidating others;
- risks associated with sharing images and with posting digital images on the internet.

Due to these, we have the following arrangements in place:

If it is necessary for a child to bring a mobile phone or other internet-enabled devices to school, for example those children who walk to/from school on their own, these will be kept in a secure place in the classroom for the duration of the school day. Mobile phones should not be seen at any time on school site, other than when being put in or taken from the agreed secure place in the classroom. Children **MUST** hand their phones into their class teacher when they enter the classroom at the start of the day. Phones **MUST NOT** be left in pockets or school bags during the school day. When children enter the school premises phones **MUST** be in their pocket or bags and when children are leaving at the end of the school day, having collected their phone from the class teacher, the phone **MUST** be kept in a pocket or bag and

not removed until the child is no longer on the school premises.

Children need to leave their device in the agreed place as soon as they enter the classroom and collect it at the end of the school day. Although it is highly unlikely to happen, Bilton Grange take no responsibility for any phones lost or damaged at school.

All the above also applies to smart watches and devices that have the ability to send and receive messages and/or take photographs.

Definitions

Misbehaviour is defined as:

- Poor attitude in lessons, and at break and lunchtimes

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behavior

Bullying / child-on-child abuse is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial - Racial taunts, graffiti, gestures
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
- Homophobic Bullying on the basis of sexuality or for those who may not behave according to gender stereotype
- Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
- Sexual harassment - Sexual activity, sexual language, creating and sharing sexual images, sexist language

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher and the LGB.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- SEND policy
- Anti-Bullying policy

Policy principles

We have endeavored to ensure that this behaviour policy should adhere to the following principles:

- a) accessible and easily understood: clear and easily understood by pupils, staff and parents;
- b) aligned and coherent: aligned to other key policy documents;
- c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and
- e) supportive: address how pupils will be supported to meet high standards of behaviour.

If you feel, on reading this policy, that improvements to any of the above principles could be made, we would greatly appreciate your feedback.

