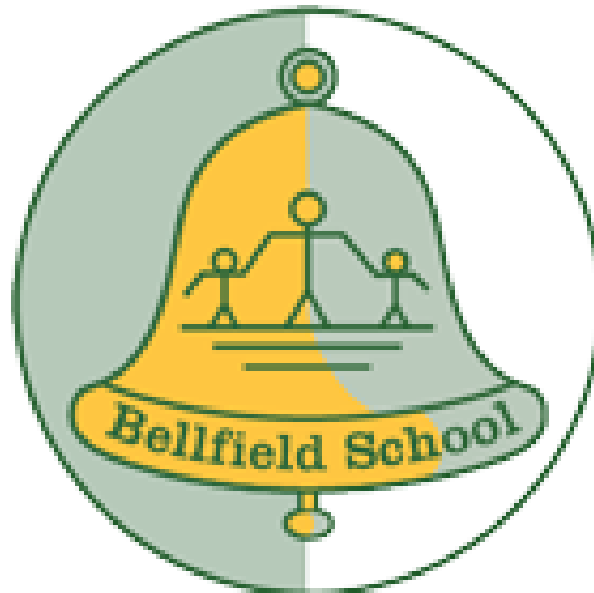


Behaviour and Culture Manual

Bellfield Primary School



September 2024 - 2027

School Values and Purpose

At Bellfield, we encourage pupils to be reflective, resilient, social learners, and encourage them to be unafraid to take risks in what they do. We believe that all children can succeed in their education by following our school vision, 'Bellfield Primary School: Believe, Persevere, Succeed.' By following this vision, we aim for all children to reach their full potential.

At Bellfield, we aim to foster the talents within every child, develop confidence and independence and provide a wealth of opportunities for children to develop socially, emotionally as well as academically.

We value the contributions that every member of our community makes to our school and celebrate successes daily. We are an inclusive school where everyone is valued and cared for.

Restorative principles are at the heart of everything we do. We firmly believe the relationships we form enable our children to flourish.

Within our restorative community, we have three core values:

Believe, Persevere, Succeed

Believe – by encouraging pupils to believe in themselves, and others, we create an environment purposeful for learning and developing.

Persevere – if pupils learn the value of perseverance then they develop a resilient attitude, which will in turn support them to achieve in all aspects of their life, now and in the future.

Succeed – by believing in themselves and persevering children will succeed in anything they set out to achieve

At Bellfield, we value the important role of parents and carers, working alongside us to deliver a purposeful, bespoke education for all children.

Alongside our core values, we have our Bellfield BEAMS (**B**ehaviour **E**nthusiasm **A**ttitude **M**anners **S**upport). Staff model BEAMS at all times and encourage pupils to.

Our school behaviour ethos is focused on the core values. Modelling of these values is explicit at all times. Staff understand the importance of our values and this in turn is passed onto the children, who value, respect and embody our Bellfield BEAMS.

Alongside these core values, we talk as a school about how we believe:

- Everybody has the right to be heard / listened to
- Everybody has the right to feel safe
- Everybody has the right to learn
- Everybody (adult and pupil) should strive to be the best that they can be

Due to our clear vision, all children are supported in developing their values through a curriculum that develops children's **emotional**, **social** and **academic** greatness. Each of these areas is developed in each child to ensure they are supported in developing their skills to be good citizens and succeed in life beyond primary school.

Leadership and Management

The Executive Headteacher (Mark Batty) and Head of School (Anna Howard) are responsible for ensuring that all aspects of the behaviour manual are consistent across the school.

The phase leaders Amy Marin (KS2), Amy England (KS1) and Rosie Raw (EYFS) are responsible for meeting with parents when behaviour is escalating. The behaviour/emotional wellbeing leads (Susan Anscombe and Eve Lomax) will also support this.

The SENDCo Beth Gibson is responsible for ensuring that children who have a SEND or are escalating with their behaviour are supported through a graduated approach. Beth Gibson, alongside the school's behaviour/emotional wellbeing leads, Susan Anscombe and Eve Lomax, are responsible for supporting staff, children and families and providing individual support to ensure early intervention

The behaviour/emotional wellbeing leads meet with the Head of School and SENDCo regularly to discuss the behaviour of individual children to ensure a whole team approach.

School Systems and Social Norms

Building Community

Community is at the heart of everything we do at Bellfield. Through weekly circles / debates / whole school community assemblies and PSHE lessons, we build a sense of family and community. Termly assemblies highlight the importance of teamwork, support, the local and wider community and the need to respect others in order to build a safe and welcoming environment. In turn, pupils feel they belong at Bellfield and know that they are part of a caring and nurturing community.

As a well-mannered, considerate and restorative community, which is dedicated to learning and playing together positively, we will:

- Encourage all children to be proud of themselves and their school;
- Encourage good manners and self-discipline in a secure environment;
- Promote respect and tolerance at all levels;
- Build self-esteem in all children through our restorative community;
- Provide opportunities for all children to experience success;
- Encourage interest and motivation through the opportunities provided in different aspects of the school life;
- Encourage a sense of responsibility through our restorative practice;
- Attend to the needs of the whole child (this will look at feel different for every child);
- Provide equal opportunities for all and strive to be a fully inclusive school.

We revisit our BEAMS throughout the year to ensure pupils fully understand what this means and how it looks in their classroom and around the school. Our BEAMS approach feeds through all aspects of school life.

Each morning every class starts with our daily chant, this is to encourage pupils to believe in themselves and helps to build the community.

Teacher says and pupils repeat:
“At Bellfield we believe, persevere and succeed.
I believe in myself
I am proud of myself
I am strong
I am unique
I can achieve anything
I belong
I am Bellfield.”

At Bellfield Primary School, we know that relationships are key to everyday life. We pride ourselves on how adults support the building of relationships through listening, communication, mutual respect, resilience and the use of affective statements. Community is vital for consistent behaviour.

Rewards

Bellfield Primary School is dedicated to using a positive reward system to allow all children to succeed. This is because members of staff focus heavily on the types of desired behaviours they wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways:

- Verbal praise and affective statements
- Stickers and stampers
- Displays showing BEAMS – these are constantly referred to in class and around school
- Good work to be shown to a member of the SLT
- Three different certificates per class are rewarded on a Friday – BEAMS Champion of the Week, Resilience and Good Work
- Dojo points – only linked to BEAMS (Dojo points shared with parents daily)
- Showcasing of work on displays in the corridors
- Notes or phone calls home to discuss the positives with parents
- BEAMS rewards (a termly whole class reward)
- BEAMS stickers at the end of the day – one pupil is chosen at random to receive a sticker for one of the BEAMS – the class give reasons for why the pupil has been chosen

All adults in school or visiting the school are encouraged to reward pupils with Dojos based on our BEAMS. Visitors to school are given a list on arrival so they are able to give rewards.

Staff and pupils have devised a careful list of Dojo accepted rewards and a weighting system based on what we as a community feel they are worth.

One Dojo will be rewarded for -

- * Good sitting
- * Good listening
- * Walking down the corridor (even when no one is watching)
- * Sitting properly in assembly
- * Saying please and thank you
- * Reading daily at home
- * Working well with a partner/group in class
- * Consistently writing the title/ date and using a ruler to underline
- * Being on time for the start of registration

Three Dojos will be rewarded for -

- * Working out a problem in class
- * Holding the door open for an adult or pupil without being asked
- * Stopping to let someone/adult past
- * Picking up coats/ bags in the corridor
- * Supporting a lunchtime supervisor
- * Remembering substantive knowledge
- * Having all the correct stationary
- * Being polite to a visitor

Five Dojos will be rewarded for -

- * Exceptional piece of work (going above and beyond what has been asked of you)
- * Meeting a goal/target you have worked hard to achieve
- * Helping and friend or someone you do not know on the playground
- * Representing the school at an event
- * Reading 4x weekly at home
- * KS2 helping the younger children at playtime/ lunchtime
- * Reporting a safeguarding concern
- * Having the correct PE kit on each week

****(These are just examples of daily rewards – staff can choose to give Dojos beyond these lists, so long as the reward meets one of the BEAMS)***

Consent

Bellfield Primary School believes that pupils and adult should be respectful of each other at all times. As part of our school culture we have created an environment of safety, and this includes adult and pupils asking for consent for everyday situations. This includes, but is not inclusive of, asking for consent to give first aid, asking for consent to help a child when they have soiled/wet themselves, asking for consent to help them to take an item of clothing on/off if they are hot/cold, asking for consent for a hug when appropriate. Children and adults are aware of the importance of asking for consent and respecting the decision of another person.

School Consequences

The aim of consequences is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process' (Restorative Practise) pupils who are not making the right choices are given time and space to de-escalate the situation. Pupils should expect, in all cases, a consistent approach to inappropriate behaviour and by giving the children choices for their actions, it is possible to take the "heat" out of the situation and make the resultant consequences the child's choice. Children are given time to calm down outside of the situation and provide them with a way forward. The focus should always be on the behaviour, not the child, and on opportunity for the 'wrong doer' to repair harm. Sometimes children need longer to calm down and a situation may be left to the following day before it is resolved. This is always discussed with the pupils so they have a clear understanding of when the harm will be repaired. When a child is ready, they will always reflect on the behaviours using the structure of the five key questions. Younger children will have a simplified version of this. A harmed person will also reflect on the incident and have an opportunity to say what they want to happen next.

Central to any system to support behaviour is the need to involve parents early. In this way, the school and home can work together for the overall good of the child and problems can be sorted out quickly and not allowed to escalate.

Examples of consequences include:

- Children missing minutes off their lunchtime with a conversation held with the class teacher/ resilience team and or phase leader.
- Removal from their class community - this will include an extended period of reflection and is usually with a senior leader or the resilience team
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources, making something for the person who has been harmed.
- Exclusion from the whole school community – spending time at another HCAT school reflecting on behaviours, which have caused harm in their school community.
- Missing breaks or part of the lunch hour may happen as a result of a restorative circle.
- Withholding participation in a special event or trip that is not an essential part of the curriculum.
- Completing work missed due to behaviour, in own time and or lunchtime

As a restorative community when things go wrong, every member of the community is given a voice. Responsibility for individual actions is a challenging process and children and adults are always expected to take responsibility for their actions. We develop this life skill using the five key questions (below) alongside restorative circles and conferences. Children and adults are responsible for their own actions and the choices that they make.

School Scripts and Affective Statements

Affective Statements

Listed below are some examples of the affective statements, which all staff can use with pupils at all stages of the behaviour process. Where possible these should be linked to BEAMS.

Statements

John, I was very disappointed when you made the wrong choice with your behaviour.
I am upset and angry by what has just happened.
I feel that (describe the action) was very disrespectful.
I feel disappointed when you ignore me.
I am sorry that I misunderstood the situation..... how can I make this better
I feel really proud of you when I heard..... this showed resilience
I feel really pleased and encouraged that you made the right choice, thank you for showing good manners
I respected your honesty, thank you.
I want to thank you for your support.

The Five Key Questions

These should be used as a framework when behaviour is unacceptable. All staff must use this process to explore what has happened in every incident. This may be done informally for low level behaviours (*such as a falling out on the playground*) or more formally for more serious or persistent behaviours.

Two pupils from each class are trained by the resilience team to be 'Restorative Champions.' They are responsible for supporting others in the school and helping their peers resolve conflict. Restorative Champions carry the five key questions around with them, on a lanyard, at all times so that circles can be conducted immediately. Pupils meet with the resilience team (Mrs Anscombe and Mrs Lomax) on a regular basis. They discuss what is working well and what needs improving. As part of the 'training' process, pupils are made aware of which problems they can try to resolve and which ones they may need or must seek adult support with. Pupils are reminded that anything of a safeguarding nature must be reported immediately and an adult to take over.

The five key questions are as follows:

Reflection

(For the person who is potentially the wrong doer)

What Happened?

What were you thinking about at the time?

Who has been affected by your behaviour?

In what way have they been affected?

What do you think needs to happen next?

Reflection

(For the person who has potentially been harmed)

What Happened?

What were your thoughts at the time?

What has been your thoughts since?

How has this affected you and others?

What do you think needs to happen next?

Positive Relationships and Behaviour Policy

 **I can make good choices!** Remember...  We are here to help!

Be kind
Be safe
Do your best
♥

STOP. TALK. RESET. PLAN.

1 STOP Stop and think.
Make a good choice,
quick as a wink!

 What am I doing?
Is it a good choice?
What would others do?

2 TALK Talk to an adult.
They will check if I am okay,
explain what might happen
and help me.

 I'm here
to help.

3 RESET Take some time to reset.
I may work in another classroom
for 5 minutes. I will keep working
and think about my choices.

  Calm mind
Brighter
choices!
♥

If I continue to struggle with making the right choices adults in school, along with my parents, will help me create a plan.
The plan is to help me make better choices.

4 PLAN If I keep making the wrong choices...
My teachers, phase leader and my parents/carers
will help me make a plan. We will work together
to support me.

 **My Plan**
☒ Talk about what happened
☒ Think about how I feel
☒ Find better choices
☒ Get the support I need

We can
do this
together!
♥

 **Every step, I get a chance!**  Brighter
days ahead!
♥

STOP. TALK. RESET. PLAN.

I can turn my choices around!

School Routines

Coming into school

The school day starts at 8:30am. All teachers must be in their classrooms by this time with work ready for the children as they come into their classrooms to ensure a calm start to the day. All children are welcomed into the school in a warm and friendly way to ensure a positive start to the day.

Leaving School

The school day ends at 3:10pm. Foundation and KS1 children are released to parents one by one. In Year 3 and 4, teachers take their class onto the playground. Parents wait in their classes designated space and the children are released to them.

Children in Year 5 and 6 are dismissed from the carpark gate exit. Children who can walk home independently are released to go by the teacher. *(Teachers are informed at the start of the year if their child is able to walk home independently.)*

Lunchtimes

Foundation children sit down at their table and teachers and support staff serve their meals to them. Children from Year 1 and 2 go to the serving hatch and ask for their lunch, with the watchful eye of their class teacher. Children in Foundation Stage take their coats with them so that they are able to go straight outside after eating their lunch.

In Key Stage 2, children line up on the playground and then walk into school to line up in the hall. They collect their meal and then sit at a table.

Children need to all stay in their seat throughout the period of time they are in the dining hall. If they need something, they put up their hand.

During their meal, they are encouraged to talk to the people on their table.

All children leave the dining hall via the Key Stage 1 door which leads straight onto the playground.

Walking around the school as a class

Children walk around the school quietly and in a line. At this time, children must be quiet as other children and staff will be working. Staff must monitor the line to ensure the children are respectful to each other and quiet.

Children walk on the left-hand side of the corridor. If a class are not managing to walk around the school quietly then they will be asked to practise this in their own time at morning break time. Classes will also be sent back to the classroom, at the point of not walking quietly, to start the process again.

Toilet Use

Children are encouraged to use the toilet during regular times throughout the day, such as before 9am, at morning playtime (10:20am), lunchtime (12:00–12:55pm), once during the afternoon, and before leaving at 3:10pm. These times help minimise disruption to learning and support routine.

However, we understand that children may need to use the toilet outside of these times. Pupils are welcome to go when needed, and staff will monitor this to ensure safety and wellbeing. Individual arrangements will be made for children who require support to use the toilet safely or independently, including those with medical needs or conditions that require more frequent access.

Girls in upper Key Stage 2 will be supported to use the toilet more frequently during their periods. We kindly ask parents to inform the class teacher privately via ClassDojo when this is relevant.

Children in Nursery, Reception, and Year One typically need more frequent toilet access, and this will be accommodated as part of their daily routine.

Physical Education (PE)

Children come to school on PE days in their school PE uniform. If children come to school in a different PE uniform consistently, the class teacher must have a conversation with parents and a letter may be sent home.

Jewellery

Jewellery cannot be worn by any child in the school. We encourage children who want their ears piercing to have it done at the start of the six weeks holidays. Children will be asked to remove jewellery if they come to school wearing it. You may get a phone call to ask you to come and remove earrings if you send your child to school wearing them. There are no exceptions as this is for the safety of all children.

High Level and Repeated Behaviours

Repeated Low-Level Behaviours

When behaviours are ongoing, parents are involved at an early stage. The aim is for early intervention and discussion to find the underlying cause of the behaviour. Support must be put in place at the earliest opportunity. Discussion with parents is extremely important to build a picture of what is happening for this child at that moment in time. Working in partnership with parents aims to reduce the challenging behaviours before it spirals.

High Level Behaviours

All high-level behaviours must be brought to the attention of a senior leader immediately.

These include:

- Violence
- Ongoing bullying and harassment including online bullying
- Vandalism
- Bringing any illegal objects onto school premises
- Sexual exploitation, sexual assaults or sexual harassment including the sending of sexual images

High level behaviours will be dealt with on an individual basis using the HCAT behaviour approach outlined in the flowchart below.

De-escalation

All staff are trained in de-escalation techniques and these should be used at every opportunity. Staff should always aim to de-escalate challenging behaviours at the time of an incident and look to deal with consequences at a later date once the child is calm and, in a position, to process information. Here are some strategies to avoid inflaming the situation:

 Approach calmly, with a low consistent voice

 Acknowledge any distress if necessary

 Ask what is happening

 Be clear about what you need to do

 Reassure that you are there to help them

 Demonstrate empathy

 Control your own emotions

 Be aware of your body language

Pupil Support - Behaviour and SEND

Some children in our school community find it more difficult to manage their behaviour and emotions. Children with an identified need will have a graduated support plan which sometimes highlights a de-escalation plan, where necessary. Staff must always keep these up to date so everyone is aware of triggers and issues facing some of our children. In this way, all staff are in the best position to support individual children. The SENDCo, behaviour lead and senior leaders will support staff in developing individual plans. Individual behaviour plans are discussed in collaboration with parents.

Staff Induction and Development

All new staff will have training in behaviour management, restorative practice and the behaviour and culture manual when they start the school. Behaviour and culture updates are given termly, after reviews by the Senior Leadership Team (SLT). Testing the culture is done by SLT in all monitoring and learning walks to ensure that staff who need support are given it in a timely way. Staff who need further development may also receive one to one coaching and mentoring by senior leaders and the behaviour leads. SEND training is also completed yearly in order for all staff to understand the barriers to learning which children face.

Pupil Transition

All foundation stage children will have a home visit prior to starting in our school nursery so we can get to know the child and start to build the relationships with families. Children and parents will also have the opportunity to join us for stay and play sessions prior to starting.

All children will join in the whole school transition days. This allows the children to build relationships and start to become familiar with the setting and routines prior to September. Transition meetings are held between staff in the summer term to pass on all important information.

The beginning of each new academic year is our whole school ‘Restorative Week.’ During this week pupils and staff have an opportunity to form secure relationships, talk about the culture of the class, learn new and interesting facts about each other and set high expectations for the year ahead. Classes are given a set of activities to complete during the week, which includes formulating their own class routines and expectations. By being open and transparent from the first day, helps pupils and teachers to establish good working practices that are deep rooted in respect for each other.

The school views transition from Year 6 to Year 7 as a crucial and integral part of the school culture. Our transition leader starts to form partnerships with secondary schools during the autumn term. Where possible pupils in Year 6 are taken to visit a secondary school, in a small group, to help prepare them for future transition. Additional sessions are often arranged for pupils with SEND or specific needs. These sessions are always in conjunction with parents, in order for a shared approach.

Table of Change

Date	Change/ or addition
September 2024	- Pg5. Added the comment - “Sometimes children need longer to calm down and a situation may be left to the following day before it is resolved. This is always discussed with the pupils so they have a clear understanding of when the harm will be repaired.”
September 2025	- Process for classrooms (Key Stage One and Two/EYFS) changed to be more concise
September 2026	- Child friendly Classroom chart