



Bentley CE Primary School Positive Behaviour Policy

Review date	January 2026
Period of review	3 years
Next review due:	January 2029
Governor Committee	FGB

Aims

At Bentley Church of England Primary School, we believe that excellent behaviour is essential in creating a calm, happy, and respectful learning environment where all children can flourish. Our behaviour expectations are grounded in our core values of Love, Courage, and Community, shaping a culture where every child feels valued and supported.

- **Love** guides us to treat one another with kindness, empathy, and respect.
- **Courage** empowers us to make positive choices, take responsibility for our actions, and learn from mistakes.
- **Community** reminds us that we all play a role in fostering a safe and inclusive school where everyone belongs.

We expect all members of our school to uphold these values by demonstrating positive behaviour and being role models for others. By nurturing self-respect and responsibility, we help our children grow into courteous and considerate members of society who approach life with confidence and compassion.

In order for our children to become courteous and considerate members of the community and to possess a positive and sensitive manner, we encourage all children to develop a positive self-image and to take responsibility for their own actions.

School Rules

We have three school rules which cover every aspect of our school day and all activities that are undertaken. Our three school rules are;

- Ready
- Respectful
- Safe

Rationale

As a school, we recognise that all behaviour is communication, therefore there will be:

- Consistent and calm behaviour from both adults and children
- An environment that promotes positive behaviour
- Rewards in place to praise and encourage positive behaviour
- Consequences when challenges occur, consequences will be natural, logical, protective and/or educational
- Restorative conversations when challenges occur
- Open and positive communication with and involvement of parents and carers
- Proactive de-escalation strategies used
- Support for children with emotional and behavioural problems which are outside of appropriate patterns. This may include external agencies such as the Behaviour Support Team and Educational Psychologist.

Guidelines

The school's positive behaviour management system is based on five key themes.

1. Consistent and calm behaviour from all
2. Noticing, praising and rewarding positive behaviour through verbal recognition, house points, gold cards
3. Relentless routines – three rules for our school which are consistently kept (Ready, respectful and safe)
4. Four step system
 - Reminder of the rules
 - Warning
 - Last chance warning
 - Natural consequence
5. Restorative conversation alongside a natural consequence to support a change in behaviour through identifying impact behaviour had on others

Reward Systems

Each class has a system by which to reward the whole class for learning and behaviour. This is to encourage a sense of community and to build social skills such as working together as a team. The reward system will take the form of a marble or pasta jar. Once the reward jar has been completed, the children vote for a fun activity to take part in.

The STEP (Sorry, Thank You, Excuse Me, Please) award which recognises consistent good manners across all aspects of school life, these are awarded termly.

In celebration Worship each week, one child from each class is chosen to receive a Gold Book award. The award could be given for demonstrating our school values or attitudes to learning, the child receives a certificate and this is celebrated with the community via our newsletter.

Throughout the week children can be awarded house points (Kolbe, Wilberforce, Tutu or Nightingale). The house points can be given out by any adult for any positive behaviour choice, and the children are given the opportunity to share and celebrate these in the Celebration Worship. If a child has made a particularly positive choice, then a Gold Card can be awarded, which is also celebrated in Worship and the card is sent home.

The Desborough shield is awarded annually to a child in Year 6, who has consistently lived our school values during their time at Bentley. Phillips cup is awarded twice a year to children who have been identified as showing kindness above and beyond others.

Restorative Practice

At our school, we use restorative practice to help children understand the choices they make and the impact their behaviour has on others. Restorative approaches focus on repairing relationships, taking responsibility, and learning from mistakes rather than simply applying consequences. As educators, we guide children to reflect on what happened, recognise how others may have been affected, consider what they can do to put things right, and identify how they could behave differently next time. This supports the development of empathy, accountability, and positive behaviour choices, helping every child to contribute to a safe, respectful and nurturing school community.

If a child falls below our high expectations for behaviour and does not follow our school rules, a five-minute reflective time (red card) will be put in place. This short period gives the child the

opportunity to pause, calm and prepare for a restorative conversation. The reflective time will be supervised by the adult who issued it and will take place during the child's next period of free time.

The restorative conversation will be held to help the child understand why their behaviour was not acceptable, how it may have affected others, and what they can do to make things right. This supports the child in developing positive strategies and more informed choices moving forward.

If a child receives three red cards in a week, a meeting will be arranged with the child, their parents/carers and their class teacher. The aim of this meeting is to explore the behaviour together, identify any underlying needs, and agree supportive approaches to help the child succeed. If there is no improvement, then the parents will meet with the Headteacher and Class Teacher to discuss ways forward. Some children may require an Individual Behaviour Management Plan (IBMP) to provide additional structure and support.

For more serious incidents, a child may be referred to the Deputy Head Teacher, Head Teacher or another Senior Leader, who will consider the most appropriate restorative and supportive next steps. Parents will always be informed.

In a very serious case of unacceptable behaviour an exclusion could be implemented (see separate exclusion policy).

Special Needs

Within our child-centred school, staff are trained and alert to child development needs and are aware that some children with Special Educational Needs may need additional support in terms of behaviour management. If this is the case, then a child with a Support Plan may require a particular target or strategy in regard to behavioural needs for example, a now and next approach, where the child has a short reward immediately after achieving on a task.

If any child is exhibiting extreme ongoing behaviour issues, or their behaviour is having a significantly negative impact on their learning or that of others, they may be considered to have behavioural needs. If so, they will be given an IBMP (Individual Behaviour Management Plan). In this instance, a meeting will be called with the child's parents/carers, the class teacher, and the SENCo or/and the Head-teacher if appropriate, in order to investigate and explore the reasons behind the behaviour. Where necessary, an outside support agency will be contacted by the school, for example an Educational Psychologist or Behaviour Support Team. Children with their own behaviour plan might receive a short-term individual reward system to support their development with a specific aspect of their behaviour.

Language and Cultural Awareness

Some pupils may experience frustration if they are still developing their English language skills or if there are cultural differences that affect how they communicate or understand expectations. In our diverse school community, staff remain alert to these potential barriers and provide appropriate support to help every child feel understood, included and successful. We recognise that pupils from different backgrounds may join us at any stage of their schooling and may bring a wide range of experiences, communication styles and expectations. Staff work sensitively with children and their families to understand these differences and to build positive relationships based on trust and respect.

Where helpful, we offer additional support—for example, support for parents/carers when sharing school expectations, discussing progress or exploring behaviour. Our aim is always to ensure that all families are fully included, clearly informed, and able to work in partnership with us to help their children thrive.

Intervention Programmes to support behaviour

If it is deemed appropriate, some children may work through an intervention programme to support their social skills and behaviour management skills. This may be individually or as part of a small group. Parents/carers will always be informed before a child starts attending this group. The amount of time a child spends in the group is reviewed regularly and will be based on the needs of the individual child.

The programmes we have in school to support behaviour are;

- 🎯 ELSA (Emotional Literacy Support)
- 🎯 FEIPS (Framework for Enhanced Individual Pastoral Support)
- 🎯 Art Therapy
- 🎯 Friends for Life

Parental involvement

The school works collaboratively with parents and carers ensuring consistent messages about how to behave at home and at school. When children join, they receive a Home School Partnership Agreement where we ask parents and carers to read and sign to show their support. We inform parents and carers if we have any concerns about their child's behaviour.

Exclusion

At the discretion of the Head Teacher, children may be temporarily excluded from school for a fixed time. The length of the exclusion will depend on the severity of the incident leading to the decision to exclude. Exclusions will be managed in accordance with guidance issued by the Department for Education and as detailed in the school's policy for exclusion.