



# Bickerstaffe

## C.E. School & Nursery

# Behaviour Policy

Summer 2025

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# 1. Principles

At Bickerstaffe C.E School and Nursery, we aim to encourage everyone to do their best and be actively involved in developing the skills to be independent and confident learners. We seek to develop the knowledge, skills and understanding to enable children to continue treating each other with respect and compassion; being willing to forgive and be forgiven.

Good behaviour is an essential condition for effective teaching and learning to take place. Good behaviour must be carefully developed and supported through positive relationships where direct teaching, discussion, reflection and modelling aims to help our pupils develop self-control, self-worth and self-esteem.

Our focal point for developing these good relationships starts with our mission statement, **'Rooted in God's love, all our children are given the tools to love, serve and grow. Through the high quality teaching, each child is supported, in order, to live life in all its fullness.'**

We also use **Be Ready, Be Respectful, Be Responsible** to demonstrate our behaviour expectations and this can be applied to any situation.

## 1.1 Aims

Through our Behaviour Policy we aim to foster behaviour which:

- Encourages a calm, purposeful, happy and welcoming atmosphere within the school where optimal learning takes place.
- Protects the physical safety and emotional security of everyone in the school.
- Encourages respect towards people, property and the environment.
- Promotes positive attitudes towards learning through the importance of listening and thinking.
- Celebrates and encourages achievements in work, positive attitudes and role models.
- Creates a school where being gentle, kind, honest, hardworking and careful is valued and encouraged by staff, pupil, parents and visitors.

## 1.2 Objectives

We support positive behaviour through:

- A consistent approach by the whole school community.
- Appreciating and agreeing the codes of behaviour.
- Encouraging our children to see themselves as members of the school family, to recognise their responsibilities within it, and develop pride in it.
- Develop the skills of cooperation, team work and discussion.
- Encourage everyone to take care of and have respect for their own and each other's property.
- Encourage everyone to take pride in the school environment and wider environment.
- Creating a stimulating classroom environment.
- Provide clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned, stimulating and relevant to each child.
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.
- Being proactive in ensuring that children are successful and making alternative arrangement to avoid failure.
- Regular conversations with parents about children's positive behaviour.

Adults in school have a vital part to play as role models.

This can be achieved through:

- Demonstrating good manners.
- Practising good behaviour to each other as well as to the children.
- Teaching appropriate behaviour and giving feedback when pupils are behaving well.
- Showing respect for every child as an individual.
- Making every child feel valued.
- Not accepting bullying, anti-social behaviour, racism on any level at any time.
- Never walk past or ignore pupils who are failing to meet expectations.
- Being aware of vulnerable children.
- Being seen to be fair and consistent.
- Responding quietly, calmly, consistently and positively and using consistent behaviour language.
- Criticising the behaviour not the child.
- Avoiding labelling.
- Listening with empathy and tact.
- Handling confidential information sensitively and with tact.
- Having regular liaison and update meetings internally with relevant outside agencies to make our policy effective.
- Applying a rewards/sanctions ratio of at least 5:1.

### 1.3 Procedures

Everybody at Bickerstaffe CE School and Nursery has the right to be treated with respect and therefore all behaviour that prevents this will be dealt with immediately, fairly and in line with our school Behaviour Policy. This includes bullying of any kind.

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the whole school values 'Be Ready, Be Respectful and Be Responsible', relentless routines and visible consistencies that all children and staff follow. Refer to the behaviour blueprint in the appendices. Children are praised publicly and reminded in private.

We strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self-discipline and celebrating and rewarding good behaviour) as our primary approach to achieving the aims of our positive behaviour and discipline policy.

Adults should try to pre-empt negative behaviour before it arises rather than wait for it to happen. Preventative actions should begin as soon as the children enter into the classroom.

Behaviour is taught to children through the implementation of our 'Behaviour Curriculum' that begins in the Early Years. Children are taught behaviour like they would be taught any other subject. Some of the strategies to develop excellent behaviour include:

**IDENTIFY** the behaviour we expect

Explicitly **TEACH** behaviour

**MODEL** the behaviour we are expecting

**PRACTISE** behaviour

**NOTICE** excellent behaviour

**CREATE** conditions for excellent behaviour

We have a clear system in which we can reward and apply sanctions for behaviour that meets or does not meet our expectations. We express this through different levels from Level 1 at the lowest, through to Level 4.

Any Level 3 or 4 sanctions should be systematically recorded using CPOMS online digital system.

## 2. Rewards

At Bickerstaffe, we strongly believe that rewards encourage children to repeat behaviour because they have pleasant outcomes. Rewards contribute to children's self-esteem which nurtures their emotional, social and academic development. Rewarding one child encourages others to copy behaviour which results in attention and praise.

Rewards help to make school a friendlier and happier place to work and learn in.

### 2.1 Positive Praise for going over and above

Shift your expectation for good behaviour to over and above by deliberately recognising behaviour that is over and above minimum standard.

**Level 1** Rewards awarded for everyday occurrences of good behaviour related to Ready, Respectful and Responsible.

- Non-verbal displays of approval e.g. smile, thumbs up, approving nod.
- Verbal expressions of approval e.g. positive comments and praise.
- Valuing contributions and opinions made.
- Celebrating/sharing achievements.
- Visual awards e.g. displaying work, showing sharing work with other teachers
- Positive comments in books.
- Class/school award systems e.g. house points, prize box, stickers etc.
- 15 minutes of daily structured social time (KS1 and 2) In the early years this is used as an opportunity to play games together to develop social skills and develop communication.

**Level 2** Rewards awarded for consistent hard work and behaviour – key model of values of Ready, Respectful and Responsible and displaying our Christian Values.

- Certificates – Bickerstaffe Pupil/Worker of the Week given out in Celebration Assembly/picture included in weekly newsletter/photograph on Twitter/Email home/juice and biscuit with the Headteacher.
- Show work during Celebration Assembly and placed on Bickerstaffe display board in entrance area.
- Daily WOW notes from class teachers.
- Displays of trust e.g. jobs, responsibility.
- Lunchtime staff identify positive behaviour for reward at Celebration Assembly – children who are doing the right thing will receive a raffle ticket this will go into the weekly lunchtime prize draw. Two children will be drawn out each week and they will receive a prize from the lunchtime prize box.

**Level 3** Rewards for extra special behaviour, being an excellent role model, significant change in behaviour for the better

- Show work to headteacher – Receive a Headteacher sticker.
- Bickerstaffe good behaviour/learning postcard.

#### **Level 4 Rewards Exceptional Behaviour - 'over and above'**

- Each half term two children from each class will be selected for their good behaviour and will have their lunch with the Headteacher.

#### **2.2 Thursday celebration assemblies**

Celebration assemblies are delivered by the Headteacher.

### **3. Corrective and Supportive Discipline Procedures**

The strategies outlined here are employed when classroom or whole school expectations are broken and unacceptable incidents have occurred. These strategies aim to develop pupils understanding of the consequences of their actions and build in support mechanisms in order for pupils to modify and improve the pattern of their behaviour.

#### **3.1 Sanctions**

A sanction is a response designed to discourage inappropriate behaviour. However used alone sanctions do not teach new more appropriate behaviour. The use of positive reinforcement and role modelling are used at Bickerstaffe to illustrate the preferred, encouraged behaviour so it is important to continue to reward and encourage the child for their good behaviour.

**Level 1** Consequences for low level routine misbehaviour e.g. Talking, distracting others

- Nonverbal e.g. Frown, raised eyebrows, shake of head.
- Verbal reminders of behaviour expectations 30 second intervention (Appendix 1).
- Tactically ignore.
- Redirect attention.
- Teacher position self by child.
- Move pupil within classroom.

**Level 2** Consequences for repeated misbehaviour/ failure to be Ready, Respectful and Responsible.

- Caution - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step" or "Are you saying no to my instruction?".
- Last Chance - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. (Appendix 1).
- Complete unfinished work at social time.
- Loss of three minutes social time.
- Three minutes time out within the classroom (EYFS).
- Separate playtime.
- Referral to ELSA teaching assistant or Thrive practitioner.

**Level 3** Consequences for persistent misbehaviour/ failure to be Ready, Respectful and Responsible.

- Exclusion from class to specified class for 20 minutes to complete work. Sending teacher should complete form to say why the exclusion from class has taken place.
- No attention given to the child by the receiving teacher other than to provide a workspace and to return the child after 20 mins and sign the form to acknowledge receipt.
- This exclusion from class can be repeated once during the course of the day.
- Further persistent misbehaviour go to Level 4.
- Inform parents of behaviour – phone, standard school letter or in person. Log contact in CPOMS.
- Senior Leadership Team (SLT) will monitor CPOMS and will call for children whose names appear regularly to explain their behaviour.
- Referral to Thrive practitioner and /or outside agency.

**Level 4** Consequences for significant misbehaviour that is oppositional and/or defiant including consistent use of swearing, unkind words and hurting others.

#### **First Action**

- Immediate isolated exclusion from class under the care of the Thrive practitioner or Headteacher. Brought to a quiet, calm space for 20 mins (10 mins KS1 and 5 mins for EYFS); child is escorted or removed using Team Teach. The incident must be recorded by the Class Teacher on CPOMS.
- The child will either complete work from the class setting or from the exclusion folder.
- Child is not engaged with but reparations by the Thrive practitioner can begin at the end of the timed period.
- If behaviour is positive then a return to Level 1 can be applied.

#### **Second Action**

- If behaviour remains oppositional and/or defiant, a second isolated removal can be used. If this is during the same session i.e. am/ pm, the exclusion will last for the rest of the session.

#### **Third Action**

- If this continues over the course of one day, a Managed Exclusion can be arranged in which work is carried out away from other children and playtimes/ lunchtimes are supervised and away from peers. This should be for no more than one day.
- The parents will be informed via phone call by the Headteacher or class teacher.

#### **Fourth Action**

- Level 4 sanctions should be referred to SLT for information and logged using CPOMS. When these are not successful, a move to suspensions or permanent exclusions may be considered in the light of support from both internal and external sources.

## 4. De-escalation and Positive Handling

Staff have received training in de-escalation and positive handling and from time to time will use these strategies to support a pupil. Where a child requires handling then safe techniques will be used by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children or staff is in doubt.

Children who require positive handling will be risk assessed and a plan will be written to support and monitor their behavior.

## 5. Support for Behaviour

At Bickerstaffe CE School & Nursery, we have a number of ways in which we support children who display behaviour patterns which cause concern (this may be introverted/extroverted or inappropriate behaviour).

Initially, the class teacher is responsible for supporting a pupil. They may choose to employ any of the following strategies:

- Discussion with pupil, pupil's friends, pupil's parents
- Circle time discussions and support
- Discussion, listening or games
- Setting informal targets and rewards – recorded
- Implementation of 'Thrive' Class Action Plan

Some children exhibit particular behaviour based on early childhood experiences (ACEs) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviour. Where possible, we use our most skillful staff to build relationships with each individual child. These children will be referred for additional support via SENCo or Thrive practitioner. Pupils referred will be placed on most appropriate support level depending on their need.

Available support includes:

### 5.1 Thrive practitioner

- Group work
- 1:1 support
- Support for targets
- Playground support
- Activities for home
- Links to outside agencies
- Individual 'Thrive' action plan and daily sessions. Refer to Thrive Policy
- Behaviour/pastoral support plan

### 5.2 SENCo

- Behaviour/pastoral support plan
- Referral to outside agencies (behaviour and inclusion, ed. psych, play therapy, mental health, child guidance, etc.)

## **6. Physical attacks on adults and power to use reasonable force**

At Bickerstaffe, we take incidents of violence towards staff very seriously. Our staff have a high level of training in de-escalation and adults have strategies they can use to try to keep themselves and the child safe to manage the situation effectively. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All staff have attended Team Teach training to enable them to use the appropriate holds and guides safely.

All staff should report incidents directly to the Headteacher or senior teachers and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are encouraged to take some time away from the classroom to recover.

At our school, we believe no member of staff should experience any physical assault. Physical assault is a criminal offence and as such is not tolerated. Any assault on a member of staff will be immediately escalated to the fourth step and a move to suspensions or permanent exclusions will be considered in the light of support from both internal and external sources

## **7. Serious incidents including child-on-child abuse**

Depending on the age of the children these incidents will be dealt with at the discretion of the Headteacher or SLT. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults
- Sexualized behaviour

Members of the SLT will follow the behaviour procedures and safeguarding policy to issue consequences to the perpetrator. The victim and perpetrator will be assessed and provided with support from our ELSA trained teaching assistants or our Thrive practitioner. They will work with all parties to resolve the matter and ensure a positive outcome for all children.

## **8. Lunchtime Behaviour**

Lunchtime supervisors are asked to promote positive behaviour through the reinforcement of our key areas of Be Ready, Be Respectful and Be Responsible.

Lunchtime staff identify positive behaviour for reward at Celebration Assembly – Children who are doing the right thing will receive a raffle ticket this will go into the weekly lunch time prize draw. Two children will be drawn out each week during Celebration Assembly and they will receive a prize from the lunchtime prize box.

Lunchtime staff are encouraged to use Restorative Techniques and to try to investigate incidents seen or reported to them. Serious or complex incidents witnessed or reported should be referred to a senior member of staff. The incident needs to be recorded on CPOMs before the member of staff leaves the school building. These must be accurate and record what actually happened.

Persistent poor behaviour at lunchtimes should mean that parents are contacted by the class teacher to consider options.

Lunchtime exclusions will be used for serious incidents or for behaviour that does not improve with the above strategies.

## **9. Parent Partnership and Responsibilities**

Parents and carers are essential partners in fostering consistent and positive behaviour in children. Our approach to behaviour works best when home and school reinforce the same expectations and values.

### **9.1 Parent, carer and visitor behaviour expectations**

At Bickerstaffe CE School, we believe that creating a positive and respectful environment is a shared responsibility. Parents, carers, and visitors to the school play a crucial role in modelling appropriate behaviour for our children, fostering an atmosphere of respect, collaboration, and safety.

### **9.2 Acceptable behaviour for parents and visitors**

Parents and visitors are expected to demonstrate the same high standards of behaviour as our pupils. We expect all adults to:

- Communicate respectfully with staff, children, and other parents, whether in person, over the phone, or via email.
- Follow school rules and procedures during meetings or visits.
- Model positive behaviour for children, including being patient, courteous, and polite.
- Support the school's behaviour policy by reinforcing expectations at home.
- Respect school property, staff, and other members of the school community.

### **9.3 Unacceptable behaviour for parents, carers and visitors**

The following behaviours will not be tolerated on school premises:

- Verbal or physical aggression towards staff, children, or other parents.
- Using threatening or abusive language or gestures.
- Disrupting school activities or interfering with school staff during their duties.
- Failing to follow school procedures when raising concerns or complaints.
- Any form of discrimination, including racism, sexism, or homophobia.
- Aggressive confrontation with children or staff regarding incidents in school.

## 9.4 Consequences for unacceptable behaviour

To maintain a positive school environment, there are consequences for unacceptable behaviour by parents, carers and visitors:

1. A verbal warning or written notice will be issued.
2. Temporary ban from premises: If the behaviour continues, the parent/carer/visitor may be temporarily banned from school grounds.
3. Permanent exclusion: In the case of severe or repeated inappropriate behaviour, the individual may be permanently banned from school grounds.
4. Involvement of authorities: If any aggressive or criminal behaviour occurs, we will involve appropriate authorities (e.g., the police) to ensure the safety of all involved.

## 9.5 Why this is Important

- We aim to model respect and responsibility for the children in our care.
- Ensuring that all adults behave in line with the school's values supports a calm and safe learning environment.
- We work collaboratively with parents, and this includes setting clear expectations for how everyone interacts within the school community.

## 10. Nursery Behaviour expectations

In our nursery provision, we expect our three-year-olds to develop positive social skills by learning to share, take turns, and communicate their needs in a kind and respectful manner. Children are encouraged to listen to adults and follow simple instructions to ensure a safe and happy environment for all. We promote gentle hands, kind words, and patience when interacting with peers, helping young learners understand the importance of respect and cooperation. Through consistent routines and clear guidance, we support children in managing their emotions and developing self-regulation skills in a nurturing setting.

We understand that three-year-olds are still learning about boundaries, and we support them by reinforcing positive behaviour through praise and encouragement. We use the same positive rewards throughout our whole school which include a range of strategies. Nursery are included in all of these.

When challenges arise, we use gentle reminders and age-appropriate consequences to guide children towards making better choices. If a child struggles to follow expectations, they will be supported with redirection, reflection time, or a quiet space to calm down. Behaviour that does not improve through these strategies will then warrant a meeting with the class teacher and parent and an individual plan will be put in place. Further escalated behaviour will then fall in line with the whole school sanctions and a request for external support may be sought. By fostering a secure and structured environment, we help our youngest learners build confidence, independence, and the foundation for respectful and considerate behaviour as they grow.

## 11. Legal Framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2022
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (Up-dated 2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (Up-dated 2021) 'Statutory framework for the early years foundation stage'
- Behaviour in Schools: Advice for Headteacher and School Staff - September 2022
- Use of reasonable force - Advice for School Leaders, Staff and Governing Bodies 2013
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - September 2022

This policy operates in conjunction with the following school policies:

**Health and Safety Policy**  
**Safeguarding Policy**  
**Special Needs Policy**  
**Anti-Bullying Policy**  
**Equality Policy**  
**GDPR Data Protection Policy**

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**Created by:** Headteacher Summer 2025

**To be reviewed:** September of each year.

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## Appendix 1

30 second scripted intervention for Level One/Two (a guide for new staff)

	Steps	Actions
1	<b>Warning</b>	You should be ... Thank you Allow a cool down time - adult to walk away
2	<b>Warning</b>	You are still ... if you continue you will lose 3 minutes of your social time, you should be ... Thank you Allow a cool down time - adult to walk away
3	<b>Consequence</b>	You are still ... so you will lose 3 minutes of social time.
4	<b>Repair/Social Time</b>	Discuss the behaviour and why it is not expectable in class. Remind the child that the everyday is a new day. <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>

30 second scripted intervention for Level Three

	Steps	Actions
1	<b>Warning</b>	You have now lost 3 minutes social time (EYFS - Time Out) and you are continuing to .... You have moved to Level Three Consequences, if you continue you will be removed from the class. Allow a cool down time - adult to walk away
2	<b>Warning</b>	You are still ... if you continue you will be removed from the class for isolation time ... Thank you Or Are you saying no to me, are you refusing me? If you continue to say no to me, you will be removed from the class for isolation time .... Thank you Allow a cool down time - adult to walk away
3	<b>Consequence</b>	You are still ... so you will be removed from class
4	<b>Repair</b>	Discuss the behaviour and why it is not expectable in class. <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul> Remind the child that the everyday is a new day.