



ST BOTOLPH'S CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour Policy

Approved by: Full Governing Body

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1.Introduction

Positive behaviour management is a central feature of school life at St Botolph's, supporting the distinctive Christian character of our school. We reaffirm our Christian values and celebrate the contribution that each child makes to our community. Our school lives are led by being "Inspired by Jesus, helping children to become the best they can be".

We believe the management of children's behaviour should reflect the values of the school: respect, responsibility and resilience.

Respect, so pupils and staff show love and forgiveness, working always for peace in our world, our country and our community

Responsibility, so pupils and staff actively serve and support the school and the wider communities in which they live and strive for justice and equality for all people.

Resilience, so pupils and staff live in a positive climate of hope, show courage and compassion and are thankful both for the challenges they face and the blessings they receive.

Our Behaviour Principles underpin our behaviour ethos (See Appendix 1).

2. Aims

At St. Botolph's, we aim to follow our school vision and values to ensure:

- Everyone feels safe, valued and respected
- Everyone is treated with care and understanding
- All adults set an excellent example to pupils at all times
- All adults are expected to listen to children
- Pupils are encouraged to develop expression, independence and resilience
- Pupils are helped to take responsibility for their actions
- Good relationships are fostered between the school and home
- The behaviour policy is understood by staff, pupils and parents/carers
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- All pupils, staff and visitors are free from any form of discrimination

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
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. 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 schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
 - Mental health and behaviour in schools

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions.

Misbehaviour is defined as:

- Disruption to others/lessons
- Non-compliance
- Non-co-operation
- Inappropriate use of equipment
- Inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Deliberate damage to property or environment
- Stealing
- Aggression/violence to peers
- Aggression/violence to staff
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably thinks has been, or is likely to be, used to cause injury to any person (including the pupil) or damage to property

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where often the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.1 Reporting bullying

It is essential that bullying is reported as soon as possible. This can be done as follows:

- Pupils can report issues of bullying to any adult in the school but will often chose to talk to members of staff that they feel most comfortable with.
- Parents/carers can report bullying to the class teacher or another appropriate member of staff □
Members of staff need to report any issue of bullying to their line manager.

4.2 What happens next?

Any issue of bullying will be fully investigated and all relevant pupils/adults will be spoken to. There will then be feedback to all involved and an appropriate plan of action will be agreed. This usually involves some support for the pupil/person who has been bullied and also some work with the others involved, as we need to educate and change behaviour for the future.

We also use whole school proactive strategies to prevent bullying and give those vulnerable to bullying strategies. For example, we use PHSE to discuss friendships and relationships, and keeping ourselves safe. We hold an anti-racism day and anti-bullying week during the year where lots of issues are discussed and activities take place.

5. Roles and responsibilities

5.1 The governing body

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

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 to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils □ Recording behaviour incidents

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils in our school are expected to:

- Listen to teachers and one another, and allow everyone to learn
- Be proud of their school and community, have a positive attitude to all activities and to try as hard as they can
- To value each other by working and playing co-operatively together
- Be polite and respectful to all pupils and adults – teachers, support staff, office staff, midday meals supervisors and visitors
- Walk about the school quietly and calmly
- Never deliberately physically, emotionally or spiritually hurt another person

- Respect school property, the environment and other peoples' belongings
- To acknowledge when they have made the wrong choice and attempt to make amends □ Regard each day as a fresh start

7. Rewards and sanctions

We work through a system of behaviour steps displayed in all classrooms (See Appendix 2).

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with pupils being moved up the behaviour steps. In addition, they may receive:

- Praise, both verbal and non-verbal
- Stickers
- House points
- Star cards sent home to parents and carers
- Opportunities to share achievements with adults in the school
- Merit awards
- Governor awards
- Messages on Seesaw to parents/carers
- Positive behaviour point on Arbor which sends a message to parents/carers
- Special responsibilities/privileges
- Asked to visit other staff to share what they have achieved
- Personalised reward charts

In response to unacceptable behaviour, pupils will be moved down the behaviour steps. The school may also use one or more of the following sanctions:

- A verbal warning
- Given a second warning
- Moved within the classroom
- Time out of the classroom with phase leader
- Expecting work to be completed at break or lunchtime
- Spend specific time with a designated adult or in a designated area during unstructured times
- Refer to SLT
- Negative behaviour point on Arbor (message will not be sent automatically, but staff may discuss with parents/carers at the end of the school day)
- Internal suspension
- Fixed term suspension with pastoral support programme (PSP)
- Permanent suspension

When we use internal suspension in response to serious or persistent breaches of this policy, pupils will be sent to an isolation room. If this was as a result of poor classroom behaviour, the pupil will be expected to complete the same work as they would in class.

*Rewards and sanctions will vary slightly in each school phase, depending on the age and development of the child.

7.2 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 at a sports event.

7.3 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 dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Behaviour management is vitally important within the classroom. It is about having strategies in place to support children to behave in ways that help them gain the most from their schooling. Building positive relationships and intrinsically motivating children to learn are essential.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils' engagement
- Begin the year with a set of rules that are discussed with and understood by all
- Display the agreed rules and regularly refer to them
- Encourage respect and develop positive relationships
- Make effective use of the physical space
- Make effective use of time
- Have well planned lessons
- Have agreed rewards and positive reinforcements
- Have agreed sanctions for misbehaviour
- Have a plan for dealing with more serious misbehaviour

8.2 Physical contact

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 holding, moving and restraint must:

- Always be used as a last resort
- Only be undertaken by trained staff
- 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

***All actions should be taken with the best interests of the child as the paramount consideration**

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on the behaviour policy and managing behaviour. Some of the staff have also been trained in proper use of restraint.

Behaviour management forms part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following guidance and policies:

- Kent Exclusion Guidance
- SEND policy

- Safeguarding policy

Appendix 1

St Botolph's C of E Primary School

Principles of Behaviour

We provide a committed and consistent approach to behaviour, inspired by Jesus, helping children to be the best they can become. Our core Christian values embed the consistent approach for all members of our community.

1) Our behaviours are rooted in respect

All God's children have an equal right to feel safe, respected and valued. Both staff and children strive to develop positive working relationships, showing respect to one another and in turn receiving respect. This teaches us to show love and forgiveness, working for peace in our school community.

2) Behaviour is a product of its environment

Our learning environment provides the model for our high expectations in behaviour. It facilitates positive behaviours, which are reflected in all aspects of learning. The staff 'set the weather' by creating a welcoming, safe and respectful environment. This reflects our Christian ethos, which permeates through everything we do as we work together to enable pupils to realise their God-given potential.

3) Reward the behaviour you want repeated

We set high expectations of our staff and pupils, providing a consistent message that good behaviour reaps positive outcomes. Staff consistently look for good behaviours and reinforce these through a range of pre-determined rewards. By recognising positive behaviours, we are reinforcing them to become natural and repeated.

4) Behaviour affects learning

Behaviour is a form of communication. Adults form strong, positive relationships with pupils and parents, so they can better understand their behaviours and support them individually. Through the building of these relationships, pupils know that adults believe in them and have high expectations. This promotes positive learning behaviours. Lessons are purposeful and engaging, where children are actively involved, learning from their mistakes, questioning and supporting each other.

5) We are responsible for our own behaviour

We have high expectations of behaviour, to create a positive and rewarding school environment. Behaviour is positively reinforced to produce long term changes in attitude. Awareness of behaviour is encouraged to create an enriching school culture. Everybody makes mistakes but, when we do, we take responsibility and

seek to make amends. We take responsibility for our actions, striving for justice and equality for all people in our school community.

6) All different, All equal

Jesus treated everyone equally and encourages us to do the same. We believe everyone is of equal worth and that our differences make us a richer community. Individual differences are valued and celebrated, resulting in an inclusive environment. By fostering a strong sense of belonging for all of our pupils, positive behaviour will flourish.

7) Lead by the power of example

Our vision for behaviour is rooted in the model of Christ. We lead by example, celebrating positive actions, allowing the behaviours we expect children to demonstrate to come to fruition. Children's positive behaviour is valued and used to exemplify expectations within the school community; therefore, both adults and children are seen as role models. It is recognised that mistakes are part of the developmental journey; learning from these mistakes has the power to turn us into something better than we were before.

8) Resilient behaviour overcomes challenges

Resilience creates a positive climate of hope, where members of our community show courage and compassion through supportive provision. Inspired by Jesus, children learn to overcome their challenges and improve their resilience in a safe environment. Children learn to become confident individuals so that they may go on to live fulfilling lives. Pupils are supported in expressing feelings appropriately; for God gave us a spirit not of fear but of power, love and self-control.

9) You'll never look good trying to make someone else look bad

We do not tolerate bullying. In line with our Behaviour Policy, we actively seek to raise awareness through the education of pupils, staff and parents, regarding bullying and discrimination. Our school is a safe environment where, as God's children, all pupils' views are equally valued, respected and heard and where bullying and harassment has no place. When concerns are raised, we seek to educate, not punish, all of those involved. Change hearts. Change minds. Change Lives.

10) Good behaviour isn't magic, it's a skill which everyone can learn

We are motivated by our school vision to serve the local community and therefore good behaviour choices are taught throughout the curriculum. We teach good manners and awareness, ensuring all children flourish and are informed to make correct choices. Teaching good behaviour choices is everyone's responsibility.

At St Botolph's, learning about behaviour isn't an add on or a strategy, it is embedded in our culture.

Appendix 2

EYFS



Our Behaviour Steps



Our Behaviour Steps

