**St Botolph’s CE Primary School**



Every Child Matters

**POLICY**

**For**

**Behaviour**

**Amended**

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| **New policy: January 2023** | **Due: January 2025** | **Review every 2 years or when legislation changes** |
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**Every Child Matters within a loving and caring Christian environment**

**Vision**

## Ethos

At St Botolph’s, there is a shared understanding that all behaviour serves a function. We believe it is our role as educators to support our children to develop independent strategies and techniques to manage their own feelings and associated behaviours. We place an emphasis on embedding a non-judgmental environment where behaviours are viewed with neutrality and empathy.

**Consistency**

Our behaviour policy is fundamentally based on adults being consistent. Research has shown that a consistent approach to managing behaviour makes for positive outcomes. The most effective learning environments are those that are predictable and secure, where pupils are responsive to the teacher. Part of effective behaviour management involves setting clear rules and consistently reinforcing them. The onus is on all adults at St Botolph’s CE Primary to consistently use the behaviour policy.

**School values**

Our school Christian Values underpin everything we do in school:

“Compassion, perseverance, friendship, truthfulness, respect and thankfulness.”

* It is a primary aim in our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on our Christian Values, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
* The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
* The school expects every member of the school community to behave in a considerate way towards others.
* We treat all children fairly and apply this behaviour policy in a consistent way. Dependent on the child and their needs there may be deviations from the behaviour policy. This will be decided by members of staff considering the child’s needs and wellbeing, taking into account any special circumstances.
* This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
* The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Our Behaviour Principles**

● Enquiry Approach to Behaviour

St Botolph’s approach to behaviour is one of enquiry. Our aim is to explore the reason behind the behaviour to identify a pupil’s needs. We aim to help our pupils to develop the ability to self-regulate and resolve conflict in a calm and appropriate manner.

● Behaviour is Communication

We recognise that all behaviour is communication. Some of our pupils have not yet developed the age appropriate skills in order to communicate appropriately. When they find things difficult or challenging many of our pupils will be operating in the instinctual or emotional parts of their brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our pupils to develop the skills to communicate their feelings in an appropriate way.

● Unconditional Positive Regard

Each day is a new day, each session is a new session, and after each episode of negative behaviour it is a new opportunity to recognise positive behaviour.

● Flexible Consistency

We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in “flexible” consistency, especially if they have an individualised behaviour plan or risk assessment.

**Relationships, Responses & Restorative Practice**

As is clear from our values and ethos, at St Botolph’s we strongly believe relationships are at the heart of everything that takes place in a school, and the quality of our interactions has a major impact on wellbeing and readiness to learn or work. Our relationship policy explains how we are committed to education practices which protect, relate, regulate and reflect. Staff may use of range of strategies to support pupils such as:

● Communicating expectations clearly

● Non-confrontational body language and facial expressions

● Therapeutic language

● Use of alternative spaces to support pupils to have quiet space away from others when needed. This allows for learning to continue for other pupils within the classroom

● Teaching the use of words to express emotions

● Modelling of calming strategies and other co-regulation strategies (staff using presence and calm to support a child to feel safe and be able to connect with others and listen to instructions)

● Restorative conversations and discussions with those affected

● Repairing any harm and helping to put things right – e.g. helping tidy a room or replace a display

**Restorative practice** will be used to help pupils to understand how their actions make others feel. This is used daily by all staff to support post incident learning and is at the heart of how we support and encourage positive behaviour.

**Learning Behaviours**

The learning behaviours that we promote in school are:

* Concentration
* Cooperation
* Curiosity
* Resilience
* Enthusiasm
* Independence

Strategies used to promote successful partner work:

* Ensuring each member of the partnership fully understands their role and perhaps has designated jobs
* Named roles within the partnership e.g. Pilot and navigator or Fish and chips

**Classroom Management**

In order to create calm and successful learning environments within our school and classrooms, we ensure the following:

* Only one child per class goes to the toilet at one time
* Children only use equipment provided by school, no personal pencil cases are required
* Children only have fiddle toys if required for a specific educational need (deemed necessary by the SENCO)
* Only healthy snacks are eaten at playtime
* Drinks bottles to be made available either on desks or in the sink area, (teachers’ preference).

In order to ensure consistency amongst teaching staff, the following classroom management strategies are used:

* To gain children’s attention, one hand is placed in the air and the teacher counts down 1,2,3.
* Children are expected to have everything out of their hands when listening to an adult speaking
* Movement around the classroom is controlled and strategies where all children move on a number are learned e.g. 1 - everyone stands up, 2 – everyone moves to their place, 3 – everyone sits down. This approach can be adapted for different situations but children are clear on the expectations.

**Rewards and Sanctions/Consequences**

Class Dojo is the system which we use to promote successful/positive learning behaviours amongst our children. It is an online platform that enables Dojo points to be awarded for expected behaviours.

Staff will be able to give 1 point per Christian value demonstrated. When staff give a Dojo point they will explicitly articulate why they are giving the point. For example, well done you demonstrated great perseverance, or your showed lovely compassion with your friends.

Dojo points can only be awarded, they cannot, under any circumstances, be taken away. It is not a punitive system.

We aim to use Positive Dojos to reward children when they show positive learning behaviours and acts which encompass our Christian Values and our learning behaviours.

If a dojo is awarded for work the teacher will write the value that the child demonstrated next to that piece of work.

Children can receive dojos for:

* Displaying any of the six Christian values
* Demonstrating a great attitude
* Over coming any issues that have been a challenge or a struggle
* Having a strong and positive mindset

Children work towards earning a total of positive Dojos for themselves and a total amount as a class. When they reach certain amounts, they will earn the following:

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| **Type** | **Number of points** | **Class**  **Reward** |
| Platinum | 250 | Class chooses their own reward. A trip to the park, popcorn in class. Hot chocolate with HT |
| Gold | 150 | Treat |
| Silver | 100 | Extra play time |
| Bronze | 50 | Recognition in worship |

There are rewards associated with different amounts of Dojo points as described below:

## Expected behaviours

The importance of viewing behaviour with neutrality is underpinned by the language choices we have made to describe behaviour. Behaviours are described as expected. This is because we recognise that the context of a behaviour is fundamental. For example, shouting and screaming during a school football competition may well be expected; however, shouting and screaming in the dining hall would be unacceptable and not acceptable. This understanding of behaviour is complimented by Well-Being Wednesday sessions and as part of the RHSE curriculum

To further support understanding there will be clearly defined visuals on display around the school that will inform pupils and staff of what behaviours are expected:

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| Non-negotiables | Expected Behaviours | | |
| Classroom | Dining Hall | Playground |
| Walking around the school environment calmly and quietly.  Sitting in our allocated seats/places in class and around the school.  Putting our hand up to ask an adult a question. | **Care:**  Treating the school environment and resources with respect.  **Commitment:**  Completing learning to the best of your ability  **Collaboration:** Working cooperatively and kindly with peers and adults.  **Communication:**  Listening to and responding to class teacher instructions.  Using a calm voice to participate in learning.  **Choice:**  Actively making expected choices and responding appropriately to teacher direction. | **Care:**  Cleaning up after yourself calmly  **Commitment:**  Trying new foods or foods that are not our favourite  **Collaboration:**  Waiting for all our peers to finish  **Communication:**  Listening to and responding to midday supervisor instructions  Using a calm voice  **Choice:**  Actively making expected choices and responding appropriately to the midday supervisors. | **Care:**  Ensuring all rubbish goes into the bins.  Asking friends if they want to play.  **Commitment:**  Trying to compromise when there has been a disagreement  Lining up quickly after lunchtime is over.  **Collaboration:** Sharing sports equipment fairly and kindly  Taking turns  **Communication:**  Listening to and responding to adult instructions.  **Choice:**  Choosing to get water and go to the toilet before going back to lessons.  Actively making expected choices and responding appropriately to adults on duty, |

## Reactive Strategies

Headteachers certificates are used to celebrate children’s achievements. These are presented to the children in Collective Worship on a Friday morning and their parents are invited into school to join in the celebrations (contact to be made by 5:00 before the certificate worship via dojo).

Reading and Christian Value certificates will continue to be given out during a Friday worship too.

Consequences for negative behaviour are dealt with immediately and follow this channel:

* Children will miss some of their playtimes or lunchtimes to have reflection time where the incident will be discussed and changes for next time will be agreed with the Headteacher or a member of SLT and the class teacher.

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| **Step** | **Location** | **Examples of Unacceptable Behaviours** | **Adult action** | **Key Language** | **Who leads the Consequence?** |
| Step ‘Look’ | Classroom | -Interrupting teacher when  talking to whole class -Wandering about  -Calling out  -Interrupting other pupils -Bringing inappropriate items to school, e.g. sweets -Deliberately creating a disturbance  -Annoying other children | Discreet prompting from an adult that a certain behaviour is not acceptable and the child needs to demonstrate an expected behaviour for the context. | Expected Choice  Script  ‘child x at the moment you are not presenting acceptable behaviour by  calling out. I would like you to show an expected behaviour and show me that you are ready to learn’ | Class teacher and Learning  Support |
| Playground | * Running in corridors * Unauthorised access * Not being friendly/sharing * Not playing by rules | Break - Class  Teachers  Lunch - Mid-day |
| Step 1 | Classroom | -Not completing learning. -Not being positive towards adults.  Answering back, ignoring  instructions  -Use of unacceptable language e.g. name calling | Warning Given | Unacceptable  Expected Choice  Script  ‘Student x I have already made my | Class teacher and Learning  Support |

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| **Step** | **Location** | **Examples of unacceptable Behaviours** | **Adult action** | **Key Language** | **Who leads the Consequence?** |
| Step 1 | Playground | Unauthorised access at certain times, e.g. in the toilet when they shouldn’t be.   * Not being friendly/sharing * Not playing by rules |  | Expectations very clear,  you need to demonstrate an expected behaviour’ | Break -Class  Teachers  Lunch- Mid-day |
| Step 2 | Classroom | -Not being positive towards adults.  Answering back, ignoring instructions  -Not completing learning. -Use of undesirable language e.g. name  Calling  -Repeated step 1 Behaviours | Final verbal warning with consequence  clearly outlined | Script  ‘I have given you 2 opportunities to show me you can behave in an expected way. This is your final opportunity to take control of your body and mind and be expected. If you cannot, you will have time away at break or lunch’ | Class teacher and Learning  Support |
| Playground | -Repeated play fighting  -Repeated playing in toilets  -Refusal to cooperate  -Deliberately trying to damage school/school/another child’s property | Mid-day |
| Step 3 | Classroom | -Repeated step 1 & 2  Behaviours | Reflective time  Zone (max  10 minutes) | Script  ‘This is now the third time I have spoken to you. As a consequence of not being able to demonstrate expected behaviours, you are going to Reflective time at break/lunch’. | Nominated CT supported by SLT. |
| Playground | -Using unacceptable language -Throwing or damaging play equipment  -Being purposeful dangerous on the climbing equipment  -Leaving the playground  -Repeated step 1 & 2  Behaviours | Reflective  Zone (max  10 minutes) | Nominated SLT |
| Step 4 | Classroom | Persistent Step 3 behaviours recorded | Meet with HT | Report Sheet Behaviour will be monitored for 2 weeks.  [Behaviour Report](https://docs.google.com/document/d/1Hj9c1Lgr20CUuKElsG6ZnubrwqpMWFf6LDYEydQdfmA/edit?usp=sharing) | HT  Reports will need to be signed hourly (or after each lesson) by teachers, and daily by HT |
| Playground | Persistent Step 3 behaviours recorded | Meet with HT | HT  Reports will need to be signed by midday supervisors after lunch. |
| **Step** | **Location** | **Examples of unacceptable Behaviours** | **Adult action** | **Key Language** | **Who leads the Consequence?** |
| Step 5 Immedi ate  Respon se | Anywhere | --Harming another child with force  -Throwing or damaging items purposefully  -Any incidents that are prejudice towards the 9 protected characteristics e.g. Racism, homophobic language -Intentional and purposeful damage of school / other’s property  -Attempting to leave school unsafely  -Threatening behaviour  -Persistent bullying  -Intentional serious physical harm  -Throwing large/dangerous objects  -Theft or vandalism  -Fighting with others  -Sexual actions or statements  -Extreme violence/danger | Exclusion  (internal or  External) |  | These behaviours are under no circumstances tolerated in school and as such will be dealt with immediately by Headteacher with support of SLT. |

As part of our policy, St Botolph’s has clearly defined reactive strategies to manage behaviour. These strategies provide students with guidance and opportunities to change their behaviour. If the student is unable to do this, then the consequence is that they lose part of their break and/or lunch time. During this time, they will meet with the HT or an allocated member of SLT, and discuss the reason why they were sent to a Reflective space. The focus of this discussion is reflective and restorative. The HT or SLT member will explicitly highlight what they did that was unacceptable and how they can make a better choice when they return to their class. Behaviour monitoring meetings will be held by SLT, these will enable individual children to be discussed before moving to Step 4. Parents will be contacted and a meeting will be held with school and parents to discuss next steps.

Step 5 is reserved for very extreme behaviours that the school community does not tolerate like racism, homophobia, bullying and physical aggression. These behaviours require an immediate response and will be managed by the Headteacher.

## Pupils with SEND or additional needs

The behaviour policy is there to support all children to manage their feelings and actions. As a school we recognise that these strategies may not support everyone and that some of our learners will need additional input or alternative models.

If a child does not respond to alternative models, this will trigger; a two-week plan process. This plan will be created where the child will access personalised and individualised resources alongside reflective conversations around their behaviour. Individual resources will be created to support the child to manage their behaviour. If there is little to no impact following the two weeks then more specialist input will be sought to really understand the function of the behaviour and explore other possible barriers that could be causing it.

Where a child has specific individual needs, notably Special Educational Needs, individual behaviour plans and risk assessments may also be followed alongside this.

**Suspensions and Permanent Exclusions**

School will follow the LCC school exclusion Policy:

<https://www.lincolnshire.gov.uk/school-attendance/school-exclusions>

## Lunchtime and managing behaviour

There will be a clear, consistent and universal approach to managing behaviour at lunchtime. All staff will have appropriate training to ensure they are clear of the lunchtime expectations.

**Midday Supervisors are expected to:**

* Line up children and transition them calmly and quietly to the dining hall in an orderly manner.
* Tell children to sanitise hands
* Show them where to sit (lead them)
* Wait for the majority of children to finish eating before transitioning to playground/class.
* Ask children to line up when going out of the dining hall.
* Supervise children in their allocated zone until the end of the lunchtime.
* Ensure any lunchtime incidences are logged on CPOMS.
* Liaise with class teacher at the end of the lunchtime to inform them of any incidences.

**Class Teachers are expected to:**

* Liaise with their midday supervisor and facilitate conversation with identified children. Ask that any behaviour incidents over lunch are logged on CPOMS by the midday supervisor.
* KS2 meet their children from the playground promptly and on time at the doors. KS1 teachers to make sure they are in their classrooms ready for the children.
* Have an awareness of children that have been seen by first aid over the lunch period.
* Transition their class back to class calmly, quietly and in register order.
* Make sure they are up-to-date with any incidences that occurred at lunchtime.

**Learning Support Assistants are expected to**:

* Go to and from their breaks promptly and on time
* Support identified children with behaviour difficulties over the lunch period if timetabled to do so.
* Support midday supervisor where appropriate especially when lunch has finished to get classes lined up quickly and efficiently, (if timetabled to be outside on the playground during lunchtime).
* Communicate to class teachers about the children they were supporting
* Support class teachers to transition children through the school.

**Senior Leadership are expected to:**

* Manage the Reflective space and hold restorative conversations with identified children who have not behaved in expected ways
* Monitor behaviour data over lunch time and liaise with staff in identifying antecedents and next steps for persistent unacceptable behaviour.
* Responding to Step 5 behaviours

## Lunch Times

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| **Time** | **Session** |
| 12.05am-1.05pm | KS1 lunch |
|  |  |
| 12.10-1.10pm | KS2 lunch |
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Lunchtime supervisors will report any incidences to the class teacher when they are back in class.

## Transitioning around the school

All classes will be expected to transition and travel around the school calmly and orderly. To support this, all teachers will use a standardised script so all students are aware of the expectations.

Instruction 1. Teacher stands at the front of the class and children to get into a line.

Instruction 2. Teacher tells the children to turn their voices off. Teacher waits until the class is silent.

Instruction 3. Teacher reminds children that they are walking and in single file.

Instruction 4. Teacher leads the line.

Teacher will stop and turn to face the class if children do not demonstrate expected behaviours and will reiterate instruction 2-3.

**Logging of Behaviour**

All Step 3 behaviours and above will be logged on CPOM’s by the member of staff who witnessed an issue or was told a concern by a child, this will then be monitored by HT and SLT. It is the responsibility of the classroom teacher to ensure that all behaviour is logged accurately and timely. During the lunchtime Reflective time a log will be kept to monitor those students who display Step 3 behaviours or above over the lunch period. Lunchtime supervisors will report any step 3 behaviours to HT, in her absence, the DHT and in her absence, a member of the SLT. Class teachers must also be informed.

**Linked Policies**

School Ethos

Attendance Policy

Safe Touch Policy

SEN Policy

Relationships Policy