

Chevening (St. Botolph's) CE Primary School



Behaviour Policy

This policy was reviewed: Autumn 2021

Governor Approval: 16.06.22

Review Date: Autumn 2023

In line with our Biblical Vision (Matthew 13: 31-32),

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

this policy has been developed being mindful of our aim to provide an excellent education and to

- Be true to Christ and His teachings.

- Be known for kind and thoughtful actions and attitudes.

- Be inclusive in serving, sharing and showing God’s love to benefit all.

Introduction

This document is a statement of the aims, principles and strategies for Chevening (St. Botolph’s) C.E. Primary School. DfE (Department for Education) guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND policy, anti-bullying policy, child protection policy and the statement on teaching and learning to establish the general ethos of the school. This policy complies with Section 89 of the Education and Inspections Act 2006.

Rationale

Be True, Be Kind, Be Inclusive

The rationale for this document is based on the Christian teachings of the parable of the mustard seed. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents understand and support the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To prevent bullying.

DfE definition of bullying

- It is deliberately hurtful behaviour

- It is repeated often over a period time
- It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks
- indirect: spreading unpleasant stories or excluding someone from social groups.
(Cyber and mobile phone bullying can be verbal and/or indirect bullying)

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LEA (Local Education Authority), governors, parents and carers and others in the community.

Responsibilities

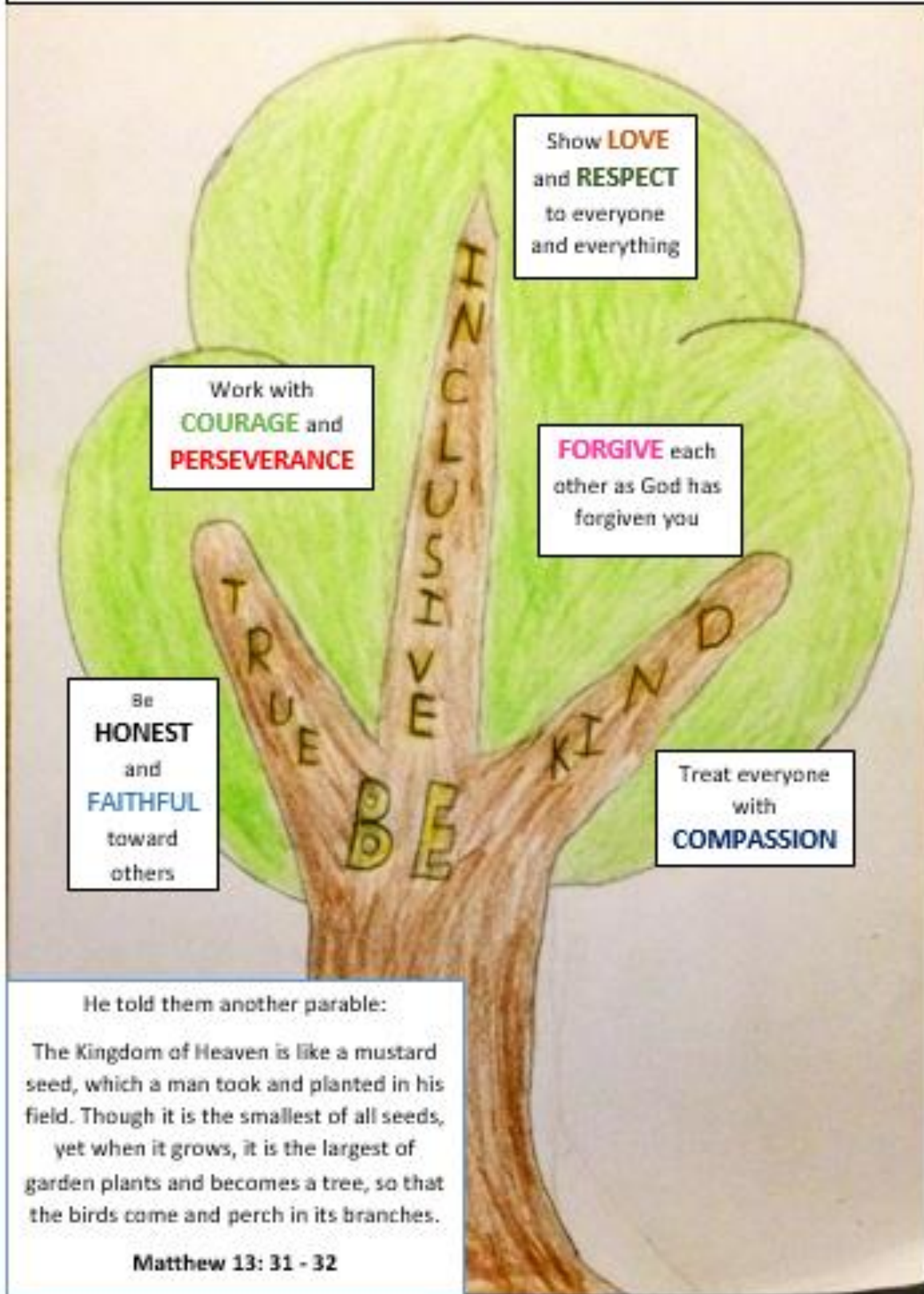
All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well-ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and with respect
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- alerting the headteacher to any concerns surrounding cyber bullying which occur outside of school
- contacting the school directly, rather than using social media, where there is concern regarding events at school
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.
- Playground leaders and sports captains encourage the children to work together by providing games and equipment and emphasising that
- Peer mediators are trained to support the children to independently deal with issues that arise on the playground
- Y6 leadership team (head boy and girl and deputies, house captains) are chosen to provide good role models for young children.

School Rules

These reflect our Vision to '*Be true... Be kind...Be inclusive*' and our School Values:

Our School Rules



These five basic rules apply to all areas of the school and provide a clear and concise guide to our expectations which everyone can understand; they cover most eventualities between them.

Individual Classrooms

The basic premise for classroom behaviour is that all children should be and feel safe and all children have the right to learn in an environment where disruptions are minimal. Within the school environment it is impossible to eradicate all undesirable behaviours all the time, but when these occur adherence to this policy will ensure that they are well managed and provide minimal disruption to others.

Class teachers may devise their own rule or rules for their classroom environment, as an addition to the four school rules. These should be discussed with the children so they feel ownership and then prominently displayed as a visual reminder of what is expected.

Specific Areas

There are rules for areas of the school such as the field. These rules are shared with the children before the field is used and are displayed along the fence on the field.

- No climbing anything (bicycle stands, fences and trees except the one near the car park where children may sit on the lower two branches).
- No playing with sticks.
- Children not to leave the field unless given permission by an adult.
- The behaviour box, along with the first aid kit and water should be taken up onto the field.
- Two people need to be on the playground after the five minute bell goes and two to remain on the field to round up stragglers and jumpers (to be hung on the fence by the steps on the playground) and lock the two gates.
- Unless supervising the Active Playground, staff should move around the field monitoring children.

Football is allowed on the field, but must be monitored to ensure that behaviour is appropriate for all age teams.

There are rules for behaviour in the lunch hall which are shared with the children and displayed on the hall wall.

- Use your knife and fork at all times
- Don't throw food
- Eat with your mouth closed
- If something is spilled or a mess made, then clear it away
- Remove your coat before eating

The Behaviour Map

At Chevening (St. Botolph's) CE Primary School behaviours are managed through the use of our behaviour map, which works like a path with steps forwards or backwards. Every child begins each day on **green** which reflects the new day and the expectation of good behaviour within it. Whilst there are sanctions leading backwards (see below) the expectation is that all children will be striving to go up the behaviour system reflecting their good choices, hard work and kindness to others.

Rewards

Each class teacher has an individual system of different levels above green for their own class and children are encouraged to aim high and finish each day as far up as possible. It is important that children understand that good behaviour is part of what they do – ‘doing the right things because it is the right thing to do’, not because of some extrinsic reward. Children enjoy seeing their behaviours reflected in movement up the behaviour map and this in itself is a powerful motivator. Nonetheless, at times other rewards are useful and enjoyable and when used judiciously can be a powerful tool for encouraging appropriate behaviour. In EYFS, this is adapted to make it appropriate to the age and abilities of the children.

Additional rewards include:

- Verbal – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated.
- Housepoints – between 1 and 5 housepoints can be awarded by any adult for a positive behaviour (such as good manners, kindness, effort, enthusiasm, teamwork, leadership, attitude to learning, good work etc). These are accrued by each house and totalled each week, building towards a termly house competition.
- Merits – These are awarded by class teachers for significant achievements, such as an outstanding piece of work, an act of significant kindness or great effort and perseverance on a difficult task. They are recorded on an individual merit card and certificates are given when a child achieves 10 (bronze), 25 (silver), 50 (gold) and 100 (platinum). As well as contributing toward the child’s Merit awards, a merit point will also earn their house 5 housepoints.
- Telling Parents – At Chevening (St. Botolph’s) CE Primary School we keep close contact with our parents. An encouraging note/word to parents is appreciated by child and parent alike.
- Stickers – These are particularly appropriate for the younger children.
- Good work is also rewarded in our Friday celebration Act of Worship, where certificates are awarded to children
- Each Friday in our celebration Act of Worship, Christian value certificates and stickers are awarded to children. These encourage children to always be mindful of our school Christian values of Love, forgiveness, honesty, compassion, courage, perseverance, respect and faith.
- Children in each class are asked to nominate another class to receive a value cup for good behaviours shown through the week.

Sanctions

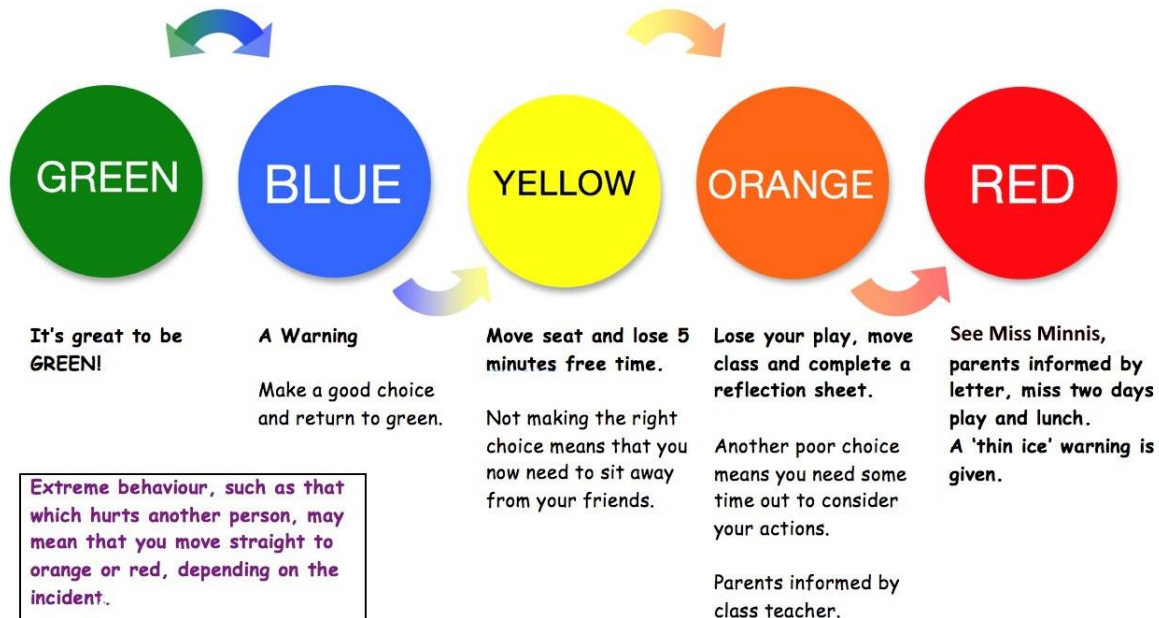
“No school however positive or imaginative can eliminate disciplinary difficulties entirely” DfE.

Should children not conform to the agreed rules, the following sanctions will be applied in order. The exception to this would be in the case of extreme behaviour, for example, that which deliberately hurts another person, in which case a child may move straight to orange or red, depending on the incident.

Following a behaviour incident it is important that good behaviours are recognised and rewarded if possible.



St Botolph's Behaviour Map



Thin Ice

A red sanction will result in a 'Thin Ice' warning. Three thin ice warnings in one seasonal term may result in a fixed term exclusion.

Exclusion

Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the child, the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record of the discussion, and commitments to the agreed plan, by the child, the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Additional Needs and Behaviour

All schools support children with challenging behaviour. Behaviour is ultimately a communication which sends a powerful message about the well-being of an individual. In most cases it is a communication of 'I am growing up and testing where the limits are' or 'I am caught up in the moment of having fun, without thinking through my responsibilities or the consequences of my actions'. These are a normal part of growing up and the behaviour system is designed to address these and teach the right behaviours in a supportive and motivational way.

Occasionally, children suffer circumstances or experience a special educational need, which makes it more difficult for them to comply with normal school expectations. In these circumstances the behaviours may be communicating emotional or mental health issues, a deep-seated mistrust or anxieties, a lack of self-esteem, extreme frustration, a lack of social

understanding or difficulty with social communication, or a medical difficulty in managing attention and impulsivity.

Within the Christian environment of Chevening (St. Botolph's) Primary School, we recognise that these children are God's children and are as precious as any other. It is rare that what they are finding difficult is of their own making. They deserve and need additional support. In these cases the school will work closely with the individual child's family to establish the root causes for the difficulties and will then write individual action plans to support the child, including a date for a review meeting.

Whilst these children's difficulties with managing their own behaviour is recognised, it is important that this does not result in any significant loss of learning for other children. The plan will highlight de-escalation techniques, positive reinforcement and what strategies will be employed if disruption of others' learning begins to occur. Individual plans will be available to the individual child, their parents/carers, school staff and with parental agreement, other professionals involved. They are confidential documents and their content will not be shared more widely than this.

Managing Behaviour

We manage children's behaviour with a variety of strategies. These include:

1. Use of a calm voice – the use of a raised voice will often aggravate an already upset child and may lead to further poor behaviour choices.
2. Clear, simple instructions – long instructions are often not accessible to children who are angry and upset.
3. Consistent clear language with clear outcomes and timescale – Structuring the situation can make it more accessible for a distressed child.
4. Reassurance to the child that their story will be heard – Behaviour is often the reaction to another action and children need to understand this so that they can make a better behaviour choice in the future. Discussion with the child about why the behaviour took place may avoid a similar situation occurring in the future.
5. Consistency – The use of a consistent response can help to calm difficult situations
6. Humour – the use of gentle humour may help to calm a difficult situation
7. Use of Positive handling – this is only used where a child is causing harm to themselves, others or school property. A warning is always given and the positive handling carried out by trained members of staff. Following an incident where positive handling has been used, the Bound Book (kept in the Head-teachers office) should be completed.

Tracking

Any behaviour incident which goes beyond blue and is not dealt with directly by the class teacher, should be recorded and shared with the class teacher. At playtime and lunchtime this information is recorded in the behaviour book and teaching staff alerted to this as the children return to class. The class teacher will record these, along with any incidents which they deal with themselves on the school's tracking system. This requires staff to complete a form (shown below) for those who have reached an orange or red sanction. This form is held in the main behaviour tracking folder in the school office. A copy of this form is also held in the pupils file in each classroom to provide a basis, where necessary, for discussion at parent consultations.

Name:		
Name of adult reporting:		
Time of day (if class time, please note subject):		
Other children involved:		
Category: (please circle)		
Disrespectful Disobedient Disruptive Slacking Violent Unkind WPWT Language		
Sanction Level: (Please Circle)		
Yellow Orange Red		
Brief description of incident:		
Action Taken:		
Restraint Used? Y N	Bound book completed? Y N	Parent informed? Y N
Signed:		

Monitoring

In light of this policy, the Headteacher will regularly monitor the behaviour throughout the school and report to the school's governing body. Changes to this policy will inevitably occur and sometimes adaptations are needed ahead of the official review date. These will be incorporated as necessary.