

Bottesford C of E Primary School



Behaviour Policy

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Policy Review Date:	2025/26	Headteacher: Emma Barker	Signature:	Date:
Ratified by Governing Body:				
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A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes. (Discipline in schools – Lord Elton)

Behaviour Policy Principles and Rationale

- Create a purposeful, calm and happy working atmosphere for everyone in the school community, children, staff and parents
- Encourage mutual respect and trust among all those working in school, adults and children alike
- Enhance the self-esteem and resilience of children through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community
- Teach every child to make good decisions about his or her behaviour throughout the school day.
- Build strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school
- Communicate to all those involved, the systems of rewards and consequences adopted, to involve and enlist the support of everyone in encouraging appropriate behaviours
- Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community.

At Bottesford we believe that:

- All adults in school should model and uphold high standards of behaviour and expect good standards of behaviour from each child.
- Teachers should be able to teach the curriculum that they have planned and that children should be able to learn in a positive environment free from the disruptive behaviour of others.
- Every adult in school (support staff, helpers, teachers and visitors) should expect good standards of behaviour from each child. Equally, every child should expect to behave well with all adults in school.
- Every adult should develop positive ways of supporting and managing each child's behaviour.
- Every adult should support each child in a positive and constructive way.

- Working with parents/guardians helps to prevent behaviour problems occurring, keeping them informed about how we teach children to make good choices about what to do; and promoting partnership to promote children's positive behaviour.
- It is as important to share with parents examples of their child's good behaviour as when behaviour has not met school's expectations.

This behaviour policy must be implemented fairly with regard to equalities. We recognise that pupils with protected characteristics, including disabilities and Special Educational Needs must not be disadvantaged by the school's behaviour policy.

The headteacher has the power to set the school rules, rewards and consequences, including the strategies for modifying behaviour and dealing with persistent bad behaviour. The headteacher may use a Home School Agreement with parents/guardian and pupils to set out some elements of this policy.

Furthermore, trustees have given the headteacher authorisation to be able to use physical restraint where necessary, to be able to search and seize a specified list of items and to be able to discipline pupils for behaviour which takes place in school and outside the school.

School Rules, Rewards and Consequences

School rules for behaviour give clear guidance to children and appropriate expectations to adults. The school rules, rewards and consequences are displayed throughout the school. They are consistent for every year group. The rules are simple, and staff ensure they are followed consistently. Every child is taught how to follow the rules and what they mean.

Frequent rewards are given to every child who chooses to follow the rules. Each child is taught that ignoring the rules would mean that consequences would follow which he or she will not like. Our school rules, rewards and consequences are as follows:

School Rules

Show respect for people Show honesty and courage

Be our 'best-selves' at learning

Respect our environment

Be where you have permission to be

Rewards

Individual praise

Shared praise Class tally points Character points Stickers

Letters home

Class teacher's award Headteacher's award Character awards

Achievement assembly

Consequences

Level 1 Warning

Level 2 1 minute out

Level 3 2 minutes out

Level 4 consequences book

Level 5 parents/guardians informed after 3 consequence book entries in
1 week

Severe clause

If behaviour warrants it then consequences 1-4 will be missed out and level 5 will be replaced with:

Severe level 5 parents/guardians will be contacted and exclusion may follow. (see Exclusion Policy)

Strategies for Modifying Unacceptable Behaviour

The school's policy is to manage unacceptable behaviour in a positive and supportive way. Staff will use the school's rules, rewards, and consequences model, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may also be made for children with SEN or disabilities when applying the behaviour policy.

Unacceptable behaviours include:

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying (see the school's Anti-bullying policy)
- Racist abuse
- Any form of fighting
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children's learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts anyone else's health and safety at risk
- Bringing alcohol, drugs or other dangerous objects into school
- Lying to get out of a potentially difficult situation.

Strategies for Dealing with Persistent Unacceptable Behaviour

Strategies for dealing with persistent unacceptable behaviours include:

- Regular discussion with children and parents/guardians
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Knowing individual children well, to understand possible triggers for their behaviour, risk assess and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. behaviour outreach support)
- Considering whether the child has unmet needs and involving a multi-agency approach to assessment.
- Physical restraint (De-escalation is the first strategy and handling children is a last resort. See also the Physical Restraint and Positive Handling Policy)
- Fixed term exclusion
- Permanent exclusion

Violent and/or Abusive Behaviour

The first duty of the headteacher and trustees is the safety and care of all staff and pupils. The bad behaviour of one child will not be allowed to affect the education and well being of the rest. Violent behaviour and verbal abuse is not tolerated in this school. Immediate action will be carried out should a pupil behave in this way so that school can continue with the minimum of disruption. The pupil involved will be removed (without physical restraint except in extreme circumstances) and supervised by two members of staff. The headteacher (or deputy in the head's absence) will be informed immediately. Deliberate damage to school property, whether this is the fabric of the building (such as a broken window) or items such as a book will be reported to parents and guardians with a request for payment for its repair or replacement.

Use of Physical Restraint

The school has several staff trained in the Team Teach method of behaviour management and has discussed the essence of this training with other staff. Any physical Intervention used by staff must be in accordance with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted. The school has adopted a Physical Restraint and Positive Handling Policy.

Schools can use 'reasonable force' to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. (Taken from 'Use of Reasonable Force' guidance from DfE July 2013).

Where physical restraint is used, a calm, considered approach to the situation is needed. Types of incident where the use of 'reasonable force' may be necessary fall into three broad categories:

- Action due to imminent risk of injury
- Action due to developing risk of injury or significant damage to property
- Action where a pupil is behaving in a way that is compromising good order and discipline.

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one or a combination of intervention strategies in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running onto a road).

Reporting and Monitoring of incidents is of paramount importance for the protection of staff and pupils and will be completed within 24 hours of physical restraint being using the 'Bound and Numbered Book'.

Pupil's behaviour outside the school

Where unacceptable behaviour (for example bullying) occurs outside the school on a school trip or at any time the headteacher may use the school's behaviour policy to discipline or exclude a pupil. This includes where a pupil is travelling to and from school; or is representing the school at an organised event; or is wearing their school uniform; or is otherwise identified as a pupil at the school.

Where the behaviour of the pupil may have repercussions of the orderly running of the school, or poses a threat to another pupil or member of the staff or the public the headteacher may discipline and may exclude.

Exclusion – Fixed period and Permanent

All exclusions follow the current dfe guidance (https://www.gov.uk/government/publications/school-exclusion) and the Learn-AT Exclusion Policy

<https://learnatpolicies.uk/sites/default/files/Policies/LAT040LearnATExclusionPolicy.pdf>

Confiscation of items

The headteacher may from time to time identify certain items which are banned from school premises. Any item which the headteacher considers harmful or detrimental to school discipline may be banned and this will be communicated to all pupils and parents/guardians. Pupils who bring these items into school may be searched and will have these items confiscated. Parents/guardians will be contacted to make arrangements to collect the item, usually at the end of a school day.

The school also has a list of prohibited items which must not be brought into school.

School staff can search any pupil for any item if the pupil agrees. The Headteacher has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
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- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).

Banned items

In addition to prohibited items, the following may not be brought into school:

Fizzy drinks
Chewing gum

Nuts or food with nuts in e.g. peanut butter (This is because some children can be allergic to them)

vapes / e-cigarettes / lighters / matches

Solvents Offensive material

Chemicals such as nail varnish remover

Searching pupils

The headteacher has the power to search for any item banned by the school rules, which has been identified as an item which may be searched for and pupils may be asked to empty their pockets or bags.

If a member of staff suspects a pupil has a banned item and if the pupil refuses the search, the member of staff can apply an appropriate punishment as set out in the school's behaviour policy (if this is a dangerous item it will usually be at level 5).

The headteacher has the power to search without the consent of the child or their parent/guardian if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.

The law sets out specific requirements which need to be met in order for the search to be lawful.

The school has no screening or metal detector devices.

Behaviour from parents/guardians and visitors to the School

Our school encourages close links with parents/guardians and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well-being of our children, staff and parents/guardians and other visitors are expected to behave appropriately when on school premises and follow the Learn-AT Code of Conduct for Parents, Carers and Visitors

<https://learnatpolicies.uk/sites/default/files/Policies/LAT053LearnATCodeOfConductForParentsCarersVisitors.pdf>

Monitoring and Evaluation

The system of rewards and consequences is applied at all times of the school day. All members of staff use them in a fair and systematic way. Staff monitor the consistency of their approach through staff meetings as well through regular day-to-day conversations. All staff receive training in positive behaviour management.

If a child is slow to learn to make the right choices about following the school rules

then the teacher in consultation with parents/guardians and the child may put individual education plans or individual behaviour plans in place. A copy of the IEP/IBP will be kept in the Consequences Book for all staff to act on. A child whose behaviour is of concern to any member of staff, parent/carer may be included on the Special Educational Needs register and the SEN co-ordinator will be involved in monitoring progress.

The Headteacher reports on behaviour and achievements to the governing body each term. The Headteacher and trustees follow the government guidelines, policies and procedures in all aspects of discipline and behaviour.