



Faith, Family and Fascination

Behaviour Policy

Boutcher C.E. Primary School

Reviewed by: Visions and Values Committee

Last reviewed during: Autumn 2023

Next review due by: Autumn 2024

“Love one another. As I have loved you, so you must love one another.”
John 13:34

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Introduction

Acceptable and appropriate behaviour is fundamental to providing a safe, purposeful working environment for pupils and staff. It is also the basis for pupils to develop as members of the community and effective members of society.

The behaviour policy ensures that school practices on behaviour management are clear and founded in our Christian ethos. Pupils and parents/carers must be aware of the expectations, responsibilities and procedures involved in the pursuance of good behaviour.

Mission Statement

The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.

Rationale

Good behaviour is essential for both effective teaching and learning to take place and to promote a positive Christian ethos within the school based on mutual respect and good citizenship to reflect the love of God.

Good behaviour is achieved when staff have high expectations of pupils' academic and social abilities, when good relationships are nurtured and there is mutual respect between pupils, staff and parents/carers. High expectations of behaviour means picking up on low-level or 'minor' disruptions and not letting things go. When children understand that their actions have consequences they adjust their behaviour accordingly.

Principles

- Everyone has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to feel and be safe
- Everyone has the right to respect

These three principles form the three golden rules of school to be followed both by adults and pupils. Staff, volunteers and governors are to set excellent examples to the children at all times.

Roles and Responsibilities

Every member of the school community has a responsibility for ensuring good behaviour in school.

Pupils

Behaviour expected from Boutcher C of E Primary School pupils includes:

- 1.1 good manners and politeness
- 1.2 respect and consideration for all adults and children

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- 1.3 positive attitudes and Christian values (e.g. demonstrating the Fruits of the Spirit)
- 1.4 an appreciation of diversity in the community; anti-racist and anti-sexist attitudes and the ability to understand others' points of view, needs and achievements
- 1.5 non-aggressive behaviour and an understanding of the appropriate ways problems can be resolved
- 1.6 adherence to simple, common-sense rules regarding the safety, welfare and education furtherance of themselves and others.
- 1.7 reporting concerns they might have about their own wellbeing and the wellbeing of others to a member of staff

Staff

The good behaviour and discipline of each child is the collective responsibility of all staff. Teachers and support staff expect from and give support to each other. No one has sole responsibility for the discipline of pupils in his/her care without recourse, if necessary, to the help of others, especially of senior staff and senior management team.

Staff work to ensure good behaviour in the following ways:

- 2.1 we ensure there are good relationships and mutual respect between adults and pupils
- 2.2 we have high expectations of the academic and social abilities of the pupils in our care
- 2.3 we match curriculum and teaching methods to pupils' needs
- 2.4 we nurture each pupil's growing maturity and self esteem
- 2.5 we create a positive climate throughout the school and between all children and adults
- 2.6 we demonstrate the attitudes and qualities expected of pupils
- 2.7 we make sure pupils understand what is expected of them
- 2.8 we positively encourage and reward by praising all good behaviour and improvements in behaviour
- 2.9 we avoid the "trap" of giving attention to bad behaviour
- 2.10 we maintain a calm atmosphere, and pay attention to minor difficulties so that major crises are unlikely to occur
- 2.11 we recognise and report behaviour pattern changes in pupils (filling in Green Forms – see safeguarding policy) and investigate reasons (e.g. meet parents/carers to understand a difficult family situation, refer to learning support and/or senior managers).

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2.12 we will do all that we can to protect pupils and staff from disruption, abuse, discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

2.13 we apply sanctions fairly; misbehaviour has consistent consequences. We have high expectations: praise is used when children do things that go beyond what is simply expected. Praise and reward have to be earned to be meaningful.

2.14 learning support is provided and is the responsibility of the SENDCo and class teacher. Pupils within the cohort will have agreed EHCPs to set achievable targets, including behaviour targets.

2.15 we have well organised classrooms so that pupils can be expected to conduct themselves responsibly

2.16 we offer a curriculum which allows equality of opportunity, caters for pupils of different levels of ability and enables all to experience success

2.17 we help pupils to understand the purpose of the tasks set, making sure they are involved and can learn to accept responsibility for their behaviour

2.18 pupils' social and emotional awareness is developed through PSHE sessions in which pupils are able to voice their opinions and positive attitudes towards others are promoted

2.19 we involve learning support staff and outside agencies to provide support and advice as well as direct intervention.

Parents/Carers

3.1 good behaviour is achieved most easily when parents/carers and teachers share their expertise and experience of children. Parents/carers are kept informed of any problems, changes or progress

3.2 parents/carers need to be consulted over their child's inappropriate behaviour where it is significant or frequent enough to cause problems for the child or children affected (the teacher will inform the Headteacher/ Assistant Headteachers)

3.3 parents/carers make an appointment if they wish to discuss any behaviour issues with the teacher and/or senior manager

Rewards, privileges and sanctions are essential elements in promoting positive behaviour.

Rewards

4.1 praise from the class teacher

4.2 praise from other staff and/or senior managers

4.3 Key Stage One and Reception promote children onto the Sun and then the Star for positive behaviours, with a certificate home to each child on the Star at the end of the day. Children are reminded that every day is a new day so children have a fresh start

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- 4.4 in both Key Stage One and Key Stage Two, adults will award pupils with a Proud as Punch certificate where standout positive behaviours have been noticed.
- 4.5 certificates at special assemblies celebrating academic and pastoral achievements, including Pick of the Bunch and Presentation Awards. Children receiving the Pick of the Bunch award will be awarded with a place on the 'Golden Table' for lunch on Friday where they may choose a friend to have lunch with
- 4.6 family points with a cup awarded weekly – the weekly winning team will go first for lunch and the half termly winning team will receive the chance to wear their own clothes
- 4.7 'Golden Time'
- 4.8 informal contact with parents/carers
- 4.9 when a child's failure to adhere to the rules persists, some form of behaviour chart or log will be devised with appropriate rewards given for behaviour targets being achieved. This will be discussed with parents/carers so that common strategies can be used between home and school

Sanctions

5.1a Reception and Key Stage One use a similar system with negative behaviours requiring a child to put their name on the 'Grey Cloud' if they have continued this behaviour, despite verbal warnings and reminders. Children can come off the grey cloud when they display positive behaviours. However, in the circumstances in which a child has behaved in a way deemed by the teacher to have been a serious infringement of the rules – perhaps because it is disrespectful or dangerous – a child may be placed directly on the 'Black Cloud'. If a child is placed on the 'Black Cloud', they will be sent to another Key Stage One classroom for a short time. Ideally, the teacher will be able to speak about the behaviour with a parent or carer at the end of the day. As well as this, the child will be given a slip home to advise parents that their child has been on the Black Cloud. Parents must sign this slip and return it to confirm they have spoken to their child about the misbehaviour.

5.1b In Key Stage Two, if a child violates any of the three school rights and is seen to have broken agreed rules, the consequence is that the child goes on the *orange list (appendix 1)*. Issue 1: the child's name is written on the orange list by the offence. Issue 2: the child has to sit at a separate table in the classroom for ten minutes to continue their work. Issue 3: the child is sent to another class where they will stay for ten minutes to complete a behaviour reflection sheet (see appendix 2). An adult from the child's class will go through this reflection sheet with them before the end of the day. That evening, the child will be given a slip home to advise parents that their child has been excluded to another classroom. The child is expected to catch up with work they missed at lunchtime. This slip is to be signed and returned to school the next day. For each offence the child will miss 5 minutes of their playtime. Each day is a fresh start however, if a child is persistently on the orange list, we will arrange a meeting with parents to discuss how home and school can best work together to change this.

5.2 referral to senior staff, including the Head teacher's and/or Assistant Headteacher

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- 5.3 when a child's failure to adhere to the rules persists, some form of behaviour chart or log will be devised with appropriate rewards given for behaviour targets being achieved. This will be discussed with parents/carers so that common strategies can be used between home and school
- 5.4 appropriate action taken by child (e.g. verbal apology, clearing up mess etc.)
- 5.6 parents/carers spoken to informally or formally to notify and identify ways forward
- 5.7 playtimes deducted or missed (see 5.1a, 5.1b and Playground Code of Conduct). Pupils are always supervised and the number of occasions monitored.
- 5.8 unfinished work completed at playtimes/special events. The number of occasions is strictly monitored to deter an unsuitable association between work and punishment
- 5.9 referral to outside agencies, which often results in a specific monitoring and support programme being put in place and/or referral to outside agencies
- 6.0 in the exceptional circumstances where the aforementioned behaviour log / chart does not have the desired improved effect on behaviour, an exclusion – either fixed or permanent - may be considered (which is reported to the governing body/LA as required).

Whole School Code of Conduct

This outlines what we believe about how children conduct themselves around the school. The Headteacher outlines this to children and staff in assembly at the start of every year. It is regularly referred to throughout the school day by staff and pupils, typically in relation to the three golden rules. See Appendix 1.

Playground Code of Conduct

This outlines how we expect children to behave at break and lunch times. The Headteacher outlines this to children and staff in assembly at the start of every year. A Playground Behaviour Log is maintained with records of both positive and negative behaviours. Children are awarded certificates at regular assemblies, or miss part or all of their playtime as deemed appropriate.

Monitoring

- 6.1 rewards and privileges are given fairly. A record of who has received certificates during assemblies is kept by the Headteacher to monitor distribution
- 6.2 a careful record is kept to monitor persistent inappropriate behaviour
- 6.3 incidents involving bullying or racist behaviour are taken very seriously at Boutcher C of E Primary School and are dealt with and monitored carefully.
- 6.5 exclusions are monitored by the governing body. The Head teacher is required to report exclusions to governors. Governors' meetings are held each term.
- 6.6 LEA reporting systems to record racist incidents are completed each term.

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Links with External Agencies

If inappropriate behaviour cannot be dealt with using school-based procedures, a range of alternative options is available to pupils, staff and parents/carers, including:

- Learning Support Services
- School Psychological Services
- Family Counselling

Referral to these services is made through the Headteacher and SEN Co-ordinator.

Review

It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of behaviour in the school.

The Governing Body is responsible for overseeing, reviewing the Behaviour Policy.

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Appendix 1

Everyone at Boutcher CE Primary has the right to **learn, feel safe and respect.**

Date:	
Shouting out	
Answering back	
Disrupting, interfering with or distracting others, e.g. turning round on your chair.	
Talking, humming or muttering when silence has been asked for	
Throwing things across the class	
Timewasting	
Wandering about class when meant to be seated	
Talking in the line	
Not heeding an instruction	
Off task	
Disrespectful behaviour	

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Appendix 2

Behaviour Reflection Sheet

Name

Date

Year Group



In our school everyone has :

the right to learn



the right to feel safe



the right to respect



Explain in detail what happened

How would you change your behaviour next time?
