



# Bolton-le-Sands C of E Primary School

With God at the centre, we reach out to support each other in learning, growth and community.

## BEHAVIOUR MANAGEMENT POLICY

### MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the centre of all we aim to do. It is our goal to ensure that all members of our school community are given the opportunity to get to know God and thank Him for His goodness to us. We are the village school and are at the heart of this village community, all members of this community are made welcome at our school because, it is our faith that, **“with God are the centre, we reach out to support each other in learning, growth and community.”**

### SCHOOL AIMS

**We are committed to:**

#### Learning

- Achieving consistently high standards of learning and teaching.
- Providing challenge and opportunity within a stimulating and creative environment.
- Working enthusiastically and co-operatively to enable each child to experience learning enabling the fulfilment of potential.

#### Growth

- Being a welcoming school with a strong Christian ethos where all can flourish – physically, spiritually, socially and morally.
- Being a safe and secure school where everyone feels happy and valued.
- Being a nurturing school which enables growth in self-confidence, resilience and personal responsibility.

#### Community

- Sustaining a supportive school community enriched by strong positive relationships between all our stakeholders.
- Reaching out in community locally and widely to contribute fully as responsible citizens.
- Growing in awareness, understanding and respect for diversity.

## **POLICY AIMS**

- To raise academic & personal achievement.
- To establish a calm, purposeful and happy atmosphere within the school.
- To establish increasing independence & self-control so that each pupil learns to accept responsibility for regulating his or her behaviour.
- To ensure all staff have a consistent approach to behaviour throughout the school.
- To ensure parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear.
- To ensure the safety of all children and staff.

## **STATEMENT OF PRINCIPLE**

At Bolton-le-Sands Church of England Primary School we believe in encouraging children to make good behaviour choices as well as having well-structured consequences for those who break our agreed rules. We have a set of fair rules, which we have been decided on together and everyone has a part to play in making sure people keep them.

## **CONTEXT**

Policies that link to this policy:

- Anti-bullying policy
- Safeguarding and Child Protection policy
- SEND policy
- Attendance policy
- Emotional Health and Wellbeing policy

Our school should be a place:

- Which belongs to all of us and where everyone has a right to equal chances.
- Where we all learn to work together, study for and develop a sense of self-regulation.
- Where people will listen to us and be polite to us
- Where we feel safe and where the buildings, equipment and our own belongings are cared for.

## **ROLES AND RESPONSIBILITIES**

As a school community we all accept that we have responsibilities:

### **Children's Responsibilities**

- To follow the school and classroom rules.
- To use the zones of regulation to understand the barriers to learning and behaviour.

## **Staff Responsibilities**

- To use positive reinforcement to encourage excellent behaviour in class and around school.
- To understand the barriers that may lead children to make poor behaviour choices, including the impact of Trauma on a child's development.
- To use rewards and sanctions clearly and consistently.
- To follow the Behaviour Policy consistently.

## **Parents' and Carers' Responsibilities**

- To help their child/children attend school regularly and on time.
- To attend meetings about their child.
- To take an interest in their child/children's learning and give support in any way they can.
- Take responsibility for their child if they have been excluded.
- To take responsibility, alongside the school to ensure their child is well behaved at school.
- To attend a reintegration interview after any period of exclusion.

## **Headteacher's Responsibilities**

- Be responsible for developing the Behaviour Policy.
- Ensure the behavior policy is shared with parents via the school website.
- To decide and uphold the standard of behaviour expected of pupils throughout school.

## **Governing Body Responsibilities**

- Promote equality of opportunity and reduce discrimination in line with the Equality Act of 2010;
- Set general principles that inform the Behaviour Policy: consult with the Headteacher, school staff, parents and pupils when setting these principles.

## **RULES**

We believe in Respect, Honour, Trust and Courage. Our school rules are centred around these key Christian Values.

### **Be Respectful**

We will show respect to everyone in our school community.

### **Be Honourable**

We will be kind and helpful to those around us and be a good role model to others.

### **Be Trustworthy**

We will be honest, ready to learn and ready to listen.

### **Be Courageous**

We will give our best in everything that we do.

Our Classroom Rules focus on specific points of the above school rules. These are:

- Be Kind
- Be Ready to Learn
- One Voice
- Listen to Instructions

Our School Council follow key rules when working as representatives for their peers.

- Try to be positive and kind in your relationships.
- Listen to each other.
- Remember to use your manners.
- Look after school equipment.

## **BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR**

Positive behaviour is expected of all children. However, there are certain rewards that can be used, at the discretion of staff. To encourage good learning behaviour in class, praise will be used as a first reward. Teachers will ensure the balance between rewards and sanctions is fair and encourages children to make good behaviour choices.

- Team Points
- Ambassador Awards
- Stickers
- Move up the praise ladder (see below)

A positive behaviour chart is displayed in each classroom with 4 stages:

- You are setting a good example.
- You have gone above and beyond.
- Teacher's award.
- Headteacher's award.

Once children have been moved up the chart, they do not move back down for the remainder of the day: this is a recognition of their good behaviour choices.

Positive reinforcement is expected from all adults in school. Children will be praised for their good behaviour choices. We strive for 4:1 ratio of positive comments.

Children are taught about behaviour for learning using the framework of 'The Zones of Regulation', this helps children to recognise their feelings and use tools and strategies to regulate them. Staff use the language of 'The Zones of Regulation' to support children's behaviour for learning.

Bolton-le-Sands CE Primary school is ACE-aware and strives to use trauma-informed practice to create safe environments for our children, building supportive and trusting relationships with them, teaching them the skills to regulate their dysregulated bodies so they can begin to manage their emotions and behaviour, and get to a place where they are ready to learn.

## **SANCTIONS**

Sanctions will be negotiated across each key stage and will be administered by Class Teachers fairly and consistently. We agree that the first consequence will always be a warning, depending on the severity of the offence. We recognise that consequences need not be severe to be effective. It is the consistent use of consequences as a challenge to disruptive off-task behaviour that is the key, as well as a full understanding of the barriers to good behaviour for each individual child. In addition, we understand that other strategies will be adopted to redirect non-disruptive off-task behaviour.

- Zones are not to be used as a sanction.
- Finish work at a breaktime.
- Move to another class.
- Send to Headteacher.
- Parental meeting.
- Exclusion.

## **SEVERE CLAUSE**

The severe clause covers persistent and disruptive behaviour that has a negative effect on teaching and learning. In these cases the Headteacher, Deputy or other Senior Leader will become involved immediately.

All sanctions must satisfy the following criteria:

- The decision to punish a pupil must be made by a paid member of school staff, or a member of staff authorised by the Headteacher.
- The decision to punish the pupil, and the punishment itself, must be made on school premises, or while the pupil is under the charge of a member of staff.
- Punishment must be reasonable at the time and not be in breach of other legislation.
- A punishment must be proportionate to the age of the child and take into account SEND and religious requirements where appropriate.

## **CONDUCT OUTSIDE THE SCHOOL GATES**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Any poor behaviour reported by members of staff, or whilst children have school uniform on, may be dealt with under the school's Behaviour Policy.

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing the school uniform.
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

## **USE OF EXCLUSIONS**

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's Behaviour Policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

School will set and mark appropriate work for all children during the first five days of any fixed term exclusion.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

- If confiscated by the Class Teacher, these will be returned to the child (if appropriate) or the parent/carer, at the end of the day.
- If confiscated by the Headteacher, a conversation will take place between parent/carer and Headteacher to decide whether the item should be returned.

## **POWER TO USE REASONABLE FORCE**

- All members of school staff have a legal power to use reasonable force. This applies to all members of school staff, as well as to people who have been put in charge of pupils by the Headteacher.
- Reasonable force in these circumstances means no more force than is necessary.
- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with children.
- Reasonable force should only be used in the following circumstances:
  - To prevent a child hurting themselves or others, from damaging property, or from causing disorder.
  - To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
  - To prevent a child from behaving in a way that disrupts a school trip or a school event.
  - To prevent a child leaving the classroom where allowing the child to leave would risk

- their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.

## **PUPIL SUPPORT SYSTEMS**

Where a pupil exhibits continually disruptive behaviour, they will be supported in the first instance by the Learning Mentor and or SENDCo. This behaviour will be recorded on CPOMS. If necessary, support for the child (and parents) will be offered by the SENDCo, and targets for improvement will be agreed. If external agencies are required, these will be accessed by the Learning Mentor and the SENDCo. Parents will be invited to a meeting with the Headteacher to discuss behaviour targets and a timeframe for improvements to be made.

## **STAFF SUPPORT SYSTEMS**

Staff will be supported with their behaviour management skills by the Headteacher, the Learning Mentor and the SENDCo. Regular training will be delivered at staff meetings and INSET days to ensure staff understand all aspects of the Behaviour Policy and how to implement this in school. After incidents, the Behaviour Policy will be reviewed to ensure it is fit for purpose.

## **COMPLAINTS PROCEDURE**

In the first instance, behaviour queries should be directed to the Class Teacher. After this, if necessary, complaints should be made to the Headteacher. If this does not reach a satisfactory conclusion, complaints should be made in writing to the Chair of Governors, Mrs Janet Thompson, following the complaints procedure.

## **CONSULTATION, MONITORING AND EVALUATION**

The Behaviour Policy will be reviewed by staff, and Governors, at least every three years. The Behaviour Policy is in the policies section of the website for parents to review. The Behaviour Policy was created in conjunction with the Headteacher, staff and Governors.

## **POLICY MONITORING AND REVIEW**

This policy will be monitored and reviewed by: Senior Leadership Team

Date reviewed by Governing Board: July 2021

Date due for review: July 2024