



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.

"We love because God first loved us." 1 John 4:19

BEHAVIOUR MANAGEMENT POLICY

MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the heart of everything we do. Our vision is for every member of our school community to grow in faith, love, and wisdom, supported by the teachings of Jesus. We are committed to nurturing a compassionate and inclusive environment where everyone feels valued and welcomed. We aim to create an environment where positive behaviour choices are encouraged, enabling all children to flourish academically, socially, and emotionally in line with our Christian values. As a village school at the core of our local community, we extend our faith and friendship to all, inspired by our belief that: **"With God at the centre, we reach out to support each other in learning, growth and community."** God's love guides us in all that we do, providing us with the light to navigate challenges, the courage to persevere, and the love to unite us as one. **"We love because God first loved us." 1 John 4:19.**

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 support children's emotional well-being and mental health, recognising that behaviour is often linked to these aspects of development.
- 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. We encourage restorative practices, focusing on repairing relationships and understanding the impact of behaviour on others.

CONTEXT

Policies that link to this policy:

- Anti-bullying policy
- Safeguarding policy
- SEND policy
- Attendance policy
- Exclusion policy
- Mobile Phones in School 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 and everything in our school community. *Respect flows from recognising the value of every person as God's creation.*

"Do to others what you would have them do to you." Matthew 7:12

Be Honourable

We will be kind and helpful to those around us and be a good role model to others. *Rooted in respect and devotion to God and each other, honour teaches us to listen, obey, give thanks and live with humility.*

"Be devoted to one another in brotherly love. Honour one another above yourselves." Romans 12:10

Be Trustworthy

We will be honest, ready to learn and ready to listen. *Faith in God's promises strengthens our trust in Him and in one another.*

"My God is my strength in whom I trust." Psalm 18:2

Be Courageous

We will give our best in everything that we do. *More than bravery, courage is the confidence to do what is right, even when it is difficult.*

"Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go." Joshua 1:9

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 and we embed Social and Emotional Learning into all aspects of school life. This include our peer-support programmes, such as buddying and being prefects, which are used to encourage positive behaviour through role modelling and shared responsibility. 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. We recognise that every child's experiences and home environment are different and that some children may need additional support, resources or targeted teaching to help them achieve and thrive alongside their peers. Wherever possible, we aim to provide this support so that all children can flourish within our caring school community.

SANCTIONS AND CONSEQUENCES

Sanctions are agreed across each Key Stage, to reflect the age of the child, and administered by school staff fairly and consistently. They will be progressive in nature, focusing on **redirection**, **reflection** and **repair** rather than purely punitive measures. The first consequence will normally be a warning, depending on the severity of the behaviour. We recognise that consequences do not need to be severe to be effective; it is the **consistent and fair** application of consequences that supports children in learning positive behaviour choices. Staff also consider the underlying causes or barriers to good behaviour for each child, including any special educational needs or social, emotional and mental health needs, and use additional strategies to redirect disruptive, non-disruptive, off-task behaviour.

The following examples outline a possible progression of sanctions that may be used:

- **A warning:** a clear reminder of expectations and an opportunity to change behaviour
- **Finishing work during breaktime:** to complete missed or unfinished learning
- **Referral to the Headteacher:** — for more serious or persistent incidents
- **Relocation to another class:** a short-term internal exclusion to allow reflection and a restorative follow-up
- **Parental meeting:** to discuss concerns and agree supportive next steps
- **Exclusion:** used only in exceptional circumstances and in line with statutory guidance

*Note: The *Zones of Regulation* is a teaching and reflection tool used to support children in understanding and managing their emotions. It must never be used as a sanction.*

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.

MOBILE PHONES IN SCHOOL

In line with our safeguarding priorities, the school aims to be a mobile phone-free environment. Pupils are expected to leave mobile phones at home. In exceptional circumstances, where it is necessary for a child to bring a phone to school, this must be done with prior permission from the Class Teacher. Phones should be handed in at the start of the school day and collected at the end. Any phones found in use during school hours will be confiscated, and parents will be required to collect them. Please refer to the full Mobile Phone Use Policy for further details.

USE OF EXCLUSIONS

The Headteacher decides whether to exclude a pupil, for a fixed-term (this is called a suspension) or permanently, in line with the school's Exclusion 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. Staff will use de-escalation techniques as a first step to manage disruptive and/or unsafe behaviour, reserving reasonable force for instances where there is an immediate risk of harm.
- 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 SENDCo and/or support staff. 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 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 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, 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: Members of the Senior Leadership Team

Date reviewed by Governing Board: October 2025

Date due for review: October 2028