


Policy:	Behaviour Policy & Principles Sept 2017 Reviewed May 2020	
Status:	Statutory	
Review Date:	3 years - Sept 2020; May 2023	

The aims of this policy are to:

- Ensure the school environment is safe and conducive to learning
- Develop the moral, social, cultural and spiritual education of our children
- Develop the Christian ethos of the school

We want everyone to be treated with respect.

We want children to be able to work hard and learn without interruptions.

We want everyone to feel safe and secure both in the classroom and the playground.

How we teach good behaviour

Assertive discipline is the principle behind our Behaviour Policy. All children are aware of our school rules and our expectations of them through our ABC Charter:

ABC Charter

At St Botolph's we...

A Accept others
and are kind



B Behave and follow
instructions



C Care for our
community



The school rules are reviewed annually with the children and parents/carers at the start of each new school year. Aspects of behaviour are frequently covered during:

- Assemblies and Acts of Worship
- P.S.H.E. time
- The meetings of the School Council

Taking responsibility

The encouragement of good behaviour, self discipline and the care of our school and those in it, is a constant aspiration of those who work and learn at St. Botolph's. We encourage the children to be responsible for their own behaviour and attitude. It is their choice, and rewards/consequences will be given accordingly.

Rewards:

- Verbal praise
- Stickers
- House points
- Messages home - in contact book or a postcard
- Going to show another class/teacher/Head
- Awarded a certificate Bronze/Silver/Gold
- Golden Star of the month
- Awarded the class mascot for the weekend
- Achieves weekly Golden Time

Consequences:

- Told behaviour is unacceptable, and given a warning.
- If they choose not to change this behavior; 'time out' (2 or 4 minutes) – this would be classed as a strike.
- May miss some playtime or lunchtime to repay the 'time out'.
- Be sent to another room to complete work.
- Be sent to the Head who could record it in her behaviour book and contact parents/carers
- Lose Golden Time

Trying to help others

We acknowledge that some children find it harder to follow the rules. We try to help them by:

- Thinking about different ways they could learn
- Encouraging them by identifying behavior/support of excellent role models
- Giving time to calm down and think
- Giving them a behaviour chart that focuses on good behaviour/choices
- Formulating bespoke behaviour plans
- Providing counselling/wellbeing support

Exclusion

The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline we believe is essential for effective learning to take place.

Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions, counselling/support have failed to achieve the desired change in behaviour and attitude.

Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other pupils or teachers.

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Head may need to temporarily exclude the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors.

If a permanent exclusion is likely, the school will refer to the DfE policy on exclusion.

Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

Our school has adopted the DfE's policy on exclusion.

Associated policies:

- Anti-bullying
- Safeguarding

APPENDIX

St Botolph's CE Primary School - Statement of Behaviour Principles

These principles are linked to the school's Behaviour Policy.

This Statement of Behaviour Principles is made by the governing body of St Botolph's CE Primary School in accordance with Section 88 (1) of the Education and Inspections Act 2006 (EIA).

1. The Governors of St Botolph's CE Primary School expect the children in the school to be well behaved and respectful towards one another and towards adults and visitors. To that end, the governors expect the Head Teacher and members of the school staff and Governors to lead by example, modelling good behaviour and dealing with inappropriate behaviour.
2. The Governors of St Botolph's CE Primary School expect the Head Teacher to have in place, programmes to ensure children with challenging behaviours, including those connected with SEND, are working to improve their inappropriate behaviours.
3. The Governors of St Botolph's CE Primary School expect pupils to have codes (rules) set out, and to be working within the codes set, at the start of each academic year, whether at whole school, year group, class or individual level.
4. The Governors of St Botolph's CE Primary School expect the Head Teacher, in conjunction with the school community, to determine which behaviours are not acceptable and to decide on the sanctions for whatever is unacceptable, including the use of exclusions, if appropriate.

Additionally the governors would expect the following:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for); pupils should not be bringing dangerous items e.g. knives etc. from home. If it is suspected that any dangerous item has been brought to school, the Governors would expect the Head Teacher (or a senior member of staff) and one other person to take appropriate steps, including searching a pupil's bag, to ensure that nothing unsafe is in school.
- b. The power to use reasonable force or make other physical contact; if a member of staff needs to use reasonable force to contain a child who may be a danger to him / herself or may be a danger to others, then reasonable force should be used. The Head Teacher should ensure that staff using physical interventions receive appropriate training.
- c. The power to discipline beyond the school gate, where a pupil is travelling to or from school, wearing school uniform or is in some other way identifiable as a pupil of the school. If misbehaviour occurs that could have repercussions for the orderly running of the school or if the pupil poses a threat to another pupil or member of the public or could adversely affect the reputation of the school, then the Governors would expect that the Head Teacher deals with the matters which arise so that the behaviour is challenged. However, the Governors do not expect staff or the Head Teacher to put themselves in danger.

In all of these circumstances the Head Teacher should also consider whether it is appropriate to notify the police or those connected to the police who deal with anti-social behaviour.

- d. The Governors expect the Head Teacher and/or the SENCo to initiate a multi-agency assessment for those children who are displaying continuous disruptive behaviour.

The Governors are aware that, when they give guidance to the Headteacher, the Governing Body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, or to restrict their power to discipline pupils for misbehaviour outside of school.