



## **BOTLEY SCHOOL**

### **POSITIVE BEHAVIOUR POLICY**

Elms Road Children's Centre has a separate Behaviour Policy and is an appendix to the school policy

**Reviewed January 2016**

Pupil Discipline (Behaviour) Policy

January 2016

## Botley School

### Positive Behaviour Policy

At Botley School we believe the promotion of good behaviour is the responsibility of everyone involved in and with the school. (Also see our British Values Policy)

This policy is based upon two fundamental rights in school:

- A child's right to learn
- A teacher's right to teach

### Our School Rules

At Botley School, we have four main rules that everyone follows, these are:

- 1. We do our best**
- 2. We care for each other and our school**
- 3. We are always polite and kind to adults and each other**
- 4. We come in to school ready to learn**

In addition to this, children in Foundation Stage work termly with their key person to set their own 'rules' based on the four key rules above, which are then shared with parents/carers to encourage a joint school/home approach.

Children in Key Stage One and Key Stage Two decide their own class rules for within their classrooms, which children can discuss with their parents/carers.

Good behaviour is demonstrated through the actions of pupils who understand what is expected of them. They are courteous, considerate and relate well to each other and to adults.

### General Policy and Code of Behaviour

#### Aims:

- To develop good behaviour through positive attitudes and praise leading to self-discipline and high self-esteem.
- To encourage children to form good relationships among themselves and with adults so that a supportive approach to learning is created.
- For the whole school community to respect all its members regardless of gender, race, religion and disability.
- For all members of the school community to respect the property and opinion of others and to accept responsibility for their actions.

We believe that courtesy, respect, good manners, consideration for others and self discipline are important aspects of a child's education, and that adults too, should model behaviour of this type.

We strive to maintain a friendly, caring, calm and orderly environment for the children and adults both working in and visiting the school. In such an atmosphere, with these established good relationships, effective teaching and learning can take place. We appreciate how important it is for pupils, staff and

parents to work together to achieve this aim. At Botley School we encourage positive behaviour at all times by praising and rewarding what is good.

### **Role of Adults**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

Praise and encouragement by all adults is used to positively reinforce good behaviour throughout the school.

From Year 1 to 6, children can earn “House Points” which in turn create team spirit but individuals can accrue Bronze, Silver and Gold certificates.

All adults within the school community have a responsibility to set an example to pupils in the manner in which they conduct themselves and speak to the children.

This can be achieved by:

- ✓ all adults acting as positive role models
- ✓ having high expectations of behaviour
- ✓ giving good reasons to children for unacceptable behaviour
- ✓ having clear rules and boundaries
- ✓ using group times/assemblies and PSHCE lessons, drama, role-play etc. as ways of helping children to gain an understanding of right and wrong
- ✓ supporting children in confrontational situations
- ✓ parents, carers and staff working together on promoting good behaviour
- ✓ keeping records of the child’s personal, social and emotional behaviour which will aid planning for individual needs

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to manage a child’s behaviour, it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then speak with members of the leadership team and the head teacher.

In common with most other schools, we have a policy which prohibits behaviour which may endanger or hurt the child themselves or others or in any way may contribute towards creating a potentially disruptive or unhappy environment. These include bullying, verbal and physical harassment, and any sort of abuse (see Anti-Bullying Policy).

### **Unacceptable Behaviour**

In order to achieve a safe calm working environment, certain rules must be obeyed. These are the things we do not allow:

- Disrespectful speech and swearing within peer groups or to adults in the school, including racist remarks.
- Disrespectful attitude (rolling eyes, shrugging shoulders etc.)
- The abuse of their own or others’ property and work
- Violent and unruly behaviour, including kicking, pushing, punching, etc.

- Anti-social behaviour which disrupts the learning of any group or class, assembly time or playtime
- Running or shouting inside the school buildings.

### Behaviour Management

Whilst most children respond to the positive approach where their efforts are seen to be valued, there are times when unacceptable behaviour occurs and sanctions will need to be used to redress this.

Individual children will not be allowed to disrupt other children’s education.

An effective approach to behaviour management must be both firm and fair and should be transparent to all – children, staff, and parents/carers. As part of this, we use a rising scale of sanctions, which staff expect to use in the following order:

Unacceptable behaviour will be dealt with immediately in the following ways according to child’s age and stage of development, using age appropriate language and working in partnership with parents.

#### For Foundation Stage children:

	Behaviour – types of behaviour	Possible Consequences
<b>1</b>	<ul style="list-style-type: none"> <li>• Inappropriate behaviour as discussed and agreed by practitioners and children (eg. class rules or guidelines)</li> </ul>	A verbal phrase of disapproval and a reminder of how to behave positively. An adult will then support the child and ask them to reflect on their actions and to make appropriate amends using actions or words.
<b>2</b>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Stage 1</li> </ul>	- Time out – initially in own room Child is moved to a quiet area away from the other children, for a short period of time (1 minute for every year of child’s age). An adult will support and guide a child through this process. Discussed with parents and any advice given when necessary.
<b>3</b>	<ul style="list-style-type: none"> <li>• Repeated persistent behaviour from Stage 2</li> </ul>	Sent to a parallel class or group for a specific time An adult will support and guide a child through this process. Discussed with parents.
<b>4</b>	<ul style="list-style-type: none"> <li>• Repeated persistent behaviour from Stage 2 is ongoing</li> <li>• Refusal to accept consequences</li> </ul>	Sent to SLT member for a specific time. Discussed with parents.
<b>5</b>	ANY behaviour that puts the child or someone else in danger. Offensive or racist language	Sent to Headteacher for a specific time.  Parents contacted and meeting with class teacher/ Senior Leader/Headteacher  With persistent inappropriate behaviour, achievable goals for the child will be set. If the behaviour continues the whole staff team will meet, whereby a programme of discipline tailored to the child’s needs will be discussed.

**For Primary aged children:**

	Behaviour – types of behaviour	Possible Consequences
<b>1</b>	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Poor listening</li> <li>• Not engaging in task</li> <li>• Calling out</li> </ul>	Warning/reminder in class. A verbal phrase of disapproval and a warning given, with a reminder of how to behave positively. Moved to Orange
<b>2</b>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Stage 1</li> <li>• Disturbing others learning</li> <li>• Inappropriate language</li> <li>• Being rude and unkind to others</li> </ul>	Child is moved to a quiet area away from the other children in the classroom, to focus on their activity/work, and not to disturb others. - Time out - Moved to Red
<b>3</b>	<ul style="list-style-type: none"> <li>• Repeated persistent behaviour from Stage 2</li> </ul>	Sent with their work to a parallel class for a specific time e.g. 15 minutes. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour.
<b>4</b>	<ul style="list-style-type: none"> <li>• Repeated persistent behaviour from Stage 2 is ongoing</li> <li>• Refusal to accept consequences</li> </ul>	Sent with their work to SLT member for a specific time. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour. Parents contacted by class teacher.
<b>5</b>	ANY behaviour that puts the child or someone else in danger. Offensive or racist language	Sent with their work to Headteacher for a specific time. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour. Parents contacted and meeting with class teacher/ Senior Leader/Headteacher

**Behaviour at Playtime and Lunchtime**

Incidents at playtime and lunchtime should be dealt with in the following ways:

1. Brief eye contact/frown
2. A verbal phrase of disapproval and a warning given, with a reminder of how not to break one of the rules.
3. Child is moved away from where they were eating lunch/playing to a quiet area away from the other children for some time out – maximum of 15 minutes, depending on the rules broken/behaviour displayed.
4. If poor behaviour persists repeat time out as above. Lunchtime supervisor or adult on duty will report this to the child's class teacher at the end of the session.

For extreme offences such as seriously hurting another pupil, the Headteacher or member of Senior Leadership Team is sent for, individual cases will be handled, in relation to the offence, but an explanation of why they have been sent for will be required.

The headteacher will contact the parents if necessary and appropriate reprimand will be put in place. (No child should miss the whole of the lunchtime, and should eat their lunch with their class as normal, except in extreme cases where a child may come to harm.)

- For serious offences in class or at lunchtime e.g. damage of property, seriously swearing at or harming another child, swearing and insulting an adult the Headteacher should be sent for immediately. Formal recording of repeat incidents should be made on the form in the appendix.

The involvement of parents/carers and Special Educational Needs Coordinator at an early stage may be necessary for children who continually break the school rules, preventing others for learning in a safe and happy environment. This may involve a behaviour plan and/or Risk Assessment for an individual child.

All members of staff have a responsibility to help ensure that policy is upheld.

The school also expects parents and carers to support the school's work in enforcing principles of good behaviour.

In the vast majority of cases, the initial stages of behaviour management are sufficient.

However, in severe cases, for example of immediate danger to the child or others, or of a child committing a very serious misdeed, the staff involved will judge the severity of the situation and may escalate the scale of sanctions more quickly.

The final resort is fixed-term or permanent exclusion of the child in accordance with LA and government guidance. The Governing Body will be informed of this decision.

### **Positive Handling**

See Use of Reasonable Force Policy

(See guidelines laid down by the DfE – Use of Reasonable force – updated in July 2013)

The link below will take you to the web site that contains the full DfE version.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

At this School we are authorised to use reasonable force to control or restrain pupils, that is Teachers, NNEBs, TAs and lunchtime supervisors.

### **Bullying**

see Anti-Bullying Policy

### **Racial Abuse/Discrimination**

See Equalities policies

We do not allow racial abuse or discrimination of any kind at Botley School.

We follow the policies listed above in promoting positive values and principles concerning race and culture.

Nevertheless, incidents or alleged incidents of racial abuse will be investigated, recorded and reported to the LA via the annual monitoring return:

In turn, we will:

- Investigate every incident of abuse
- Make necessary records of such incidents
- Inform the child's parents on every occasion
- Inform the parents of the victim and let them know how we are handling the situation
- Consider exclusion as shown above under 'behaviour management'

### **Conclusion**

Botley School has a positive ethos. We use the curriculum as a vehicle in promoting positive behaviour and we are firm but fair in dealing with bad behaviour.

Our rules are designed to balance the rights and responsibilities of everyone in our community.

This policy will be under regular review every two years.

Agreed by the Governing Body of Botley School on .....

Signed .....(Chair of Governors)