



Lady Boswell's C.E. (Aided) Primary School

*Learning Together,
Christ at the Centre,
Learning for Life*

Behaviour Policy

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Signature:

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LADY BOSWELL'S CE (AIDED) PRIMARY SCHOOL

Behaviour Policy

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

The application of this policy

The Positive Learning Behaviours and Wellbeing Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence. This policy will be followed during any off-site learning and within our Orchard Provision and enrichment clubs.

What we want to achieve

The happiness and wellbeing of our children underpins all that we do. In doing this our core Christian values of forgiveness, kindness, honesty, respect, faith and love run through the centre of our school teaching and learning. We know that when children feel happy and safe, listened to and respected then they make progress with their learning. This policy has been written with the following underpinning **behaviour principles:**

- *At Lady Boswell's we recognise that developing appropriate behaviour is part of a child's global social and emotional development. We seek to teach children behaviour expectations, social boundaries, self-regulation strategies and how to build and sustain relationships with others. This is so that everyone feels safe in our school environment.*
- *We believe that positive and proactive management of pupil behaviour is the most appropriate approach given the context of our school and the age of the children we serve.*
- *We seek to give every child a sense of personal responsibility for his/her own actions.*
- *Every child has the right to learn but no child has the right to disrupt the learning of others.*
- *Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.*
- *We understand that behaviour is a form of communication.*
- *Lady Boswell's school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010*
- *It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times*
- *The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.*
- *Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school*
- *The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour*

- *The school's Behaviour Policy and its Exclusions Policy will clearly reflect the school's approach to exclusions*
- *The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children*
- *The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.*

Positive mental health and wellbeing

We aim to promote the spiritual, moral and cultural development of every child to prepare them for opportunities, responsibilities and challenges life offers. We progressively teach our children strategies to support wellbeing and happiness, whilst also teaching expected behaviours, respect and empathy. We understand that these core values underpin successful relationships. Our **Pupil Wellbeing Strategy** document sets out how we support the development of our pupils' social, emotional and mental health.

Positive Behaviour Management Strategies.

Children and adults thrive on praise. Positive praise and positive encouragement are to be used to promote correct behaviours. At Lady Boswell's, this includes:

- A curriculum that gives all children the opportunity to show their strengths and skills.
- Non-verbal (thumbs up, smiles etc) and verbal praise that is explicit ("I really like how you have...").
- Positive and constructive feedback on work.
- Golden Book certificate: for positive attitudes, effort and achievement to work.
- Opportunities for children to take leadership responsibilities throughout the school (for example: House captain and ambassadors)
- House points can be used to reward individuals or whole groups.
- Whole class reward systems such as 'marbles in a jar' are given as a class collective for showing excellent learning behaviours together as a team.
- Headteacher/Assistant Headteacher Awards are given in exceptional circumstances such as: outstanding work, showing exceptional kindness, completing their house point chart etc.
- 'Celebration Worship' each week in recognition and celebration of children's work and effort.
- Developing the emotional literacy of all pupils so they have the tools to express themselves. (RULER)
- Support for children through our Pupil Wellbeing Strategy.

Adults' dos and don'ts for promoting positive behaviour for learning

All staff at Lady Boswell's will follow a consistent approach to positive behaviour management, including:

- Adults in the school will not shout. We understand that nothing can be gained by being verbally aggressive, and our staff will model how to remain calm and in control. Any reaction to a child's behaviour should be non-emotional and given in private where possible (i.e. not in full view of the class), delivering a consequence if needed. If this is during learning time, explain to the child that you will take time after the lesson to fully explain your decision and give the child the time to 'fix' the situation if that is appropriate (in addition to the consequence).
- Adults in school will spend time with children to help them understand how their behaviour has impacted themselves and others through the use of the 'Blueprint'. It is a tool that is used by adults in school to help children reflect upon the choice they made and supports them in recognising, understanding, labelling, expressing and regulating their emotions. The Blueprint also provides the children with a plan going forward to support them in handling situations in the better in the future (See Appendix 3)
- Teaching staff will start lessons promptly and punctually – empty time leads to boredom and misbehaviour.
- If an adult makes a mistake or jumps to an incorrect conclusion, they will apologise. It is important to model mistakes are normal and that we all take responsibility for our actions.
- The tone of voice of the adult and the way in which the adult structures redirection so that it is aimed at the behaviour and not the child, is essential. A harsh tone can produce a negative, aggressive response in a child brain. Adults will:
 - Be calm
 - Be polite
 - Model calm body language (not crossing arms)
- Adults will use 'we' when talking about expectations 'At Lady Boswell's we do not throw books'
- Adults will use 'if' and 'then' to clarify actions and consequences e.g. "if you throw a book, you will then miss some of your play time"
- Adults will follow through on 'if' and 'then' statements made, but will never make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault
- Adults will ensure they are in the classroom to greet children at main transition points – arriving afterwards leads to unattended lines of children. A 5-minute warning whistle will blow to prepare the children

- Each class will draw up a Class Charter which will be adapted across the year to reflect the changing needs of the class.
- With their class, adults must refresh the class charter at different times in the year in order to ensure it remains relevant and a useful tool.
- Across the school day, adults and children will refer to the mood meter to support and promote understanding and labelling emotions (as set out in the RULER approach)
- Adults will give children vocabulary that is progressive across the school to help children recognise and label their feelings.

Consequences for inappropriate or ‘unexpected’ behaviour.

If re-direction and positive encouragement do not work, staff will use the amber/red system:

- Step 1: An ‘if’ and ‘then’ statement “if you continue to rock on your chair you will be given an amber”.
- **Amber:** “You are now on an amber; your second reminder that we need to stop rocking on the chair and face the front. Thank you”.
- **Red:** The negative behaviour will be explained to the child, along with the impact it is having on the class/peers.
- **Red 1:** Child is sent to a safe space within the classroom for 5 minutes to reflect on where they might be on the mood meter/why their behaviour is having a negative impact on their learning (and those around them if appropriate).
- **Red 2:** Child is sent to another class with their classwork for some time to reflect and talk through their behaviour with a different adult. The child will not be sent to a class where they have a sibling. They will be welcomed back into the class, drawing upon our value of Forgiveness.
- **Red 3:** Child is sent to a Co-Headteacher or Assistant Headteacher
- **Red 4:** As with red 3 with a phone call home to parents.

The amber/red system is cumulative across the school day. Every child will know that each day is a new day.

At any point in the stages above, the Blueprint may be used to structure conversations. The Blueprint will document the agreed sanction and this will be shared with parents. Parents will be notified using the ‘Notification of Poor Choice’ form and this is to be returned to the School Office. SLT monitor both the Blueprint forms and the parental returns slips (See Appendix 3).

Each class will use their behaviour log to record any ambers or reds given for the day. Behaviour logs are monitored by the Senior Leadership Team

Some behaviour is of sufficient seriousness that it will be dealt with immediately by a senior leader, and no warning will be given. These behaviours include:

- Bullying (see Anti-Bullying Policy)
- Spitting
- Biting
- Racism
- The use of discriminatory language (including homophobic language)
- Obscene language
- Fighting or physical harm cause by intent
- Vandalism/stealing
- Throwing objects in anger or to inflict harm
- Serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- Refusing to go into another classroom when the amber/red system has been followed.

Sanctions

We will always prioritise a restorative approach following a behaviour incident, underpinned by our school value of forgiveness. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Sanctions are applied as soon after the incident as possible so that the child is able to connect the two events. Sanctions are applied on a case by case basis and consider the circumstances, impact of the behaviour, child's age and developmental stage, previous incidences any identified SEN or disabilities. Sanctions used at Lady Boswell's include:

- Miss a portion of breaktime play and/or lunchtime play. This is to allow the child to spend time discussing their negative behaviour, triggers for the emotion they felt using the mood meter, and strategies they can use next time they feel angry/frightened that has resulted in the negative behaviour. This also gives them some time to sit calmly and reflect, taking responsibility for their actions.
- Expectation that pupils complete work in a playtime or lunchtime
- Written apology
- Time spent with a member of the senior leadership team

- Time spent with a Co-Headteacher
- Removal of privileges
- Telephone call to parents from a member of senior staff or Co-Headteachers
- Parents called for a meeting with the Co-Headteachers
- Development of a 'behaviour contract'
- Internal exclusion
- Fixed term or permanent exclusion (see exclusion policy).

Repetitive breaches of the Behaviour Policy

Where patterns of repetitive unexpected or undesirable behaviour are identified, the school will put in place a number of supportive steps. As a school we recognise that some children may need additional support and, in these circumstances, will work together as a team to implement a Behaviour Plan or a Pastoral Support Plan. We will work with parents to identify triggers, regulation strategies and small step targets to ensure that the child's behaviour is addressed and the appropriate provision is put in place to support the child.

On rare occasions and despite high levels of intensive support, the Co-headteachers may feel that a formal process should be activated to remove the child from school. This would be necessary to maintain the education and safety of other members of our school community and workforce. Please see the school's exclusion policy.

Working with parents

We believe that working closely together, home and school can have a significant positive impact on children's behaviour and wellbeing. Consistent expectations and understanding of each individual child's needs promote a positive relationship whereby the child feels safe and secure. We expect all parents/carers to support the school's behaviour policy and work with the school to ensure expectations of behaviour are met.

Adaptations for those with SEN or Disabilities

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Searching, Screening and Confiscation

Lady Boswell's right to search, screen or confiscate is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Appendix 1

Dear _____

Today, your child was involved in an incident that we feel you should be aware of. In line with our ethos, we have spent time speaking with your child about what happened, how it made them feel, how they responded and what they will do differently next time they feel that way. They also spent time reflecting on how the other person felt.

On this occasion, your child:

- spent time with a member of SLT
- missed some of their playtime
- spent time in a different class
- reflected with an adult
- other _____

Whilst we appreciate that we have dealt with the situation at school, because of the crucial role you play at home it is important that time is spent discussing the incident together. Please sign and return the reply slip on the next page to the class teacher to acknowledge receipt.

Please note that you only need to return the reply slip; this letter and the Blueprint form are for you to keep.

Reply Slip for Notification of Poor Behaviour Choice

Name of Child _____ Class _____

I/We acknowledge receipt of the above form dated _____ and have discussed it with my child.

Signed _____ Name _____