

A Parental Guide to Behaviour at Botley C of E Primary School

The aim of this guide is to give you further information about behaviour at the school and how it is managed by staff. If you have any further questions as a result of reading it, please do contact either Mr Cooil or Mrs Shuttle.

We can be confident that the overall behaviour at this school is very good. We know this is the case because of the comments and observations from people who have experience within different schools. This includes the school's Leadership and Learning Partner, who works for Hampshire County Council, the inspector who recently carried out our SIAMS inspection and visitors from our local secondary schools. Members of staff who have also moved from other schools also testify to the positive behaviour that they find at this school as do children who have come to the school from other schools. When recently discussing with a pupil how behaviour at Botley compared to her previous school, she laughed and told me it was like a different world here because she could get on with her learning properly.

In addition, visitors to our school, for example those who run workshops or do talks, speak extremely positively about working with our children and how their behaviour is exceptional. After a recent Year 3/4 trip to Winchester Cathedral, one of the volunteers who worked with our children during the day went to the trouble to email the school to say they were the best behaved children she had ever worked with at the cathedral. We should be rightly proud of this and it is pleasing that in our recent parental survey only 3% of parents that responded felt that behaviour at the school is not good.





We aim to have a purposeful and calm atmosphere within the classrooms. There are very few off-task or low level behaviours observed in lessons. Teachers are free to teach and children are given the opportunity to learn well. This is because we have high expectations of the behaviour and we strive to have a positive ethos and culture within the school. This is supported by our Christian Heart Values

of determination, stewardship and respect that 100% of the children participating in a recent survey said helped them to behave well. There exists a shared vision for what good behaviour looks like and we work hard to try to ensure that there is consistency across the school and that every single member of staff ensures that they take responsibility for the children's behaviour.

We have a Code of Conduct that is shared with all children annually and is present within their Home-School diary.

We have agreed that everyone at Botley C of E Primary School will:
Care, share and co-operate with everyone
Be friendly and cheerful with others
Trust others and be trustworthy ourselves
Be kind, polite, thoughtful and helpful
Never bully or fight
Listen to others, never interrupt
Respect others' points of view
Work hard and try our best
Respect the schools and other people's property
Keep the school clean and tidy so we can be proud of it
Move carefully and quietly around the school
Keep yourself and others safe

As stated within our Behaviour Policy, which is available to parents on the school website, we believe that praise, positive actions and rewards best promote good behaviour. A consistent and fair approach is essential. Mutual respect is fostered between staff and pupils, and children and children. It is expected that children's behaviour and adults' responses will be consistent at all times of the day (whether structured or unstructured).



Rewards for good behaviour or learning are:

- Praise / encouragement
- Stickers
- House Counters
- Certificates of achievement
- Star of the Week and Lunchtime Star of the Week
- Entry into the Lunchtime Raffle
- 'Postcards' to parents
- Staying in to help
- Show work to another teacher
- Show work to Headteacher / Deputy Headteacher
- Headteacher's Award

However, there will unfortunately be times when children do not make the correct choices and we see low level negative behaviours. If this is the case then sanctions will be used as a response. There is a process that is worked through by adults within school in the case of negative behaviour which provides opportunities for the children to turn it around and "get back on track". This process is shown below:

1. Verbal warning
2. Name on board
3. Short isolation in class
4. Isolation in class for rest of session
5. One session isolation in Year Leader's class. Children should be sent with a written explanation of the rules broken. If the Year Leader is not available, then the child will go to another Year Leader.

6. Final consequence - sent to Headteacher / Deputy Headteacher with a written explanation for a session. Parents will be informed verbally at this stage by their child's class teacher.
7. Isolation from class for the whole day (to be supervised by Head / Deputy)

The process in Year R is slightly different:

1. Verbal warning.
2. Name moved from 'sunshine' to 'cloud'. Names can be moved back up to the 'sunshine' if behaviour is shown to improve.
3. Short isolation in Reception Unit.
4. Spoken to by Year Leader or other senior adult.
5. Short isolation in other classroom.
6. Final consequence - sent to Headteacher / Deputy Headteacher with a written explanation.



In addition to the above listed sanctions for unacceptable behaviour staff may use the removal of part of a break time/lunchtime as appropriate through using their professional judgement. This may be to give the child time to reflect on their behaviour or used if learning time has been wasted, as this time can be taken back from the child's own time. This should be clearly explained to the child concerned.

As soon as any behaviour is escalated beyond the behaviour management strategies used by the teacher within their classroom (level 4) then the incident will be recorded on the child's in-school electronic record. Children will be given the opportunity to reflect on their choices and helped to understand what they could have done differently and what the impact of their behaviour has been. If as a parent you are informed of negative behaviour by your child the expectation is that you discuss it with them at home and reinforce what they have been told at school. School staff will be happy to talk to you about exactly what has happened.

Once any negative behaviour has been dealt with then it is important that everybody moves forward. The principle that "tomorrow is another day" is of

vital importance and every child must know that they start with a clean slate.



If there is a serious breach of our school code of conduct and severe misconduct is shown by a child then this will be dealt with by the Headteacher or Deputy Headteacher. If this is the case then the child's parents will be contacted. Examples of severe misconduct are shown below:

- Causing deliberate, significant physical injury to another person
- Using serious threatening behaviour
- Total refusal to follow instructions and do what is asked so that safety or learning is disrupted
- Swearing or being abusive towards a member of staff
- Theft or deliberate, significant damage to property
- Acting in a way that, in the opinion of school leaders, undermines the safety of other pupils

Ultimately children can be temporarily or permanently excluded from school if they continually engage in severe misconduct.

Incidents at break times and lunchtimes are managed in a similar way where any low level issues are dealt with by the teachers or lunchtime assistants on duty and any incidents of serious misconduct will be dealt with by the Headteacher or Deputy Headteacher. During break and lunchtimes children may be given a short "time out" to reflect on their behaviour.

There is a weekly Lunchtime Raffle for children demonstrating good behaviour at lunchtimes. Children can be removed from the raffle for one week at the discretion of the Senior Lunchtime Assistant for repeated examples of low level negative behaviour during the week or for severe misconduct.

It is important to note that all schools will have children attending who have particular challenges around their behaviour and specific needs for a variety of reasons - and Botley is no different in this respect. It is important that the school works with organisations such as Primary Behaviour Support, the Educational Psychology Service and Hampshire SEND to support these children, whilst at the same time ensuring that the school is a safe environment in which children are able to complete high quality learning.

The school's Senior Leadership Team reports to the *Governors* annually on behaviour within the school. Last academic year, there were sixty-eight behavioural issues recorded, including any concerns that were raised around bullying. For a school of over 380 children and over an entire year this is a very small number. 52% of all of the recorded behavioural incidents also involved the same individual children. We want the children to behave well so that they can learn well and so that school is a pleasant and positive place to be. When it comes to behaviour the small things are important and we appreciate your support as parents with this.

