



BOTLEY C OF E (Controlled) PRIMARY SCHOOL

BEHAVIOUR POLICY

Purpose:

This policy defines our expectations for behaviour in this school. It details the approach to behaviour and how we promote good behaviour within the school.

1.0 Responsibilities:

- 1.1 The responsibility for ensuring good behaviour lies with the Headteacher, Deputy Headteacher, all teaching staff, support staff, pupils, parents and governors.

2.0 Related Documents:

- 2.1 Vision Statement
- 2.2 School Ethos Booklet
- 2.3 Christian Ethos Statement
- 2.4 Learning and Teaching Policy
- 2.5 E-Safety Policy
- 2.6 Restrictive Physical Restraint Policy
- 2.7 Code of Conduct
- 2.8 Anti-bullying Policy
- 2.9 Hampshire / DfES Guidelines on Exclusion
- 2.10 Home School Agreement

3.0 Rationale:

- 3.1 At Botley C of E Primary School we believe that the promotion of behaviour that follows the school's values, the development of self-respect and of respect for others is a vital part of a child's education. Being taught how to behave appropriately within the context they are in is vital for all children to personally succeed.
- 3.2 We believe that positive behavioural choices are based upon mutual respect between all members of our school community.
- 3.3 We want to embed a positive ethos and culture that ensures that the school environment is calm, purposeful and safe and where children and adults receive positive feedback through praise and reward.
- 3.4 As a school, we want to embed a behavioural culture so that children want to attend and that they can learn effectively and thrive.
- 3.5 We believe that children learn best in a happy, secure and well-ordered environment, encouraged by the positive attitudes of children and staff.
- 3.6 Positive behaviour in school is central to an effective education. We firmly believe that: Children have the right to attend a school in which learning takes place without disruption from other pupils. We firmly believe that: Teachers have the right to teach.
- 3.7 At Botley C of E Primary School our core Christian Heart Values are respect, stewardship and courage. These form our Christian vision, which is at the centre of everything we do at school: *At this school everyone walks faithfully alongside God. Through the core Christian values of respect, courage and stewardship, we aim to ensure that our school is a place in which everyone achieves, is supported, cared for and feels loved, safe and secure. Relationships are positive, enriching and enabling and there is a core focus on looking after each other, our school, our wider community and God's world.*

- 3.8 Within school we encourage children to take responsibility for how they act both in terms of their behaviour and learning; understanding that how well they do is their own responsibility as well as their teachers' and parents'. Through this they will develop as citizens who take on this responsibility and show respect for others both inside and outside of school.
- 3.9 We aim to encourage pupils to value themselves and others by respecting rights and tolerating difference.
- 3.10 As a Church of England school, the fundamental principles behind our approaches to behaviour are those of forgiveness, reconciliation and restoration of relationships. In the spirit of reconciliation and forgiveness each day will provide children with a fresh start.
- 3.11 Where consequences are necessary, this will include a time to reflect and a restorative conversation. We hope that given this chance to reflect, pupils will come to the realisation that a different, better and more caring choice will be made in the future.
- 3.12 All adults will encourage positive behaviour by teaching and supporting the school's four rules:
1. Be kind
 2. Be polite
 3. Work hard
 4. Live our school values

4.0 Principles:

- 4.1 We believe that praise, positive actions and rewards best promote behaviour that fits within our school ethos. A consistent and fair approach is essential. Mutual respect is fostered between staff and pupils, and children and children.
- 4.2 Strong, positive relationships between adults and children are key to supporting behaviour and it is important that all adults know the children well and show interest in them.
- 4.3 Recognising and praising behaviour and behavioural choices, manners and effort are fundamental to the practice at this school and all staff should ensure that they are positive with children throughout the day.
- 4.4 It is expected that children's behaviour and adults' responses will be consistent at all times of the day (whether structured or unstructured).
- 4.5 Clear and simple school rules and regular routines form part of effective classroom and school management and provision.
- 4.6 Through daily contact and worship the children are:
- 4.6.1 encouraged to ensure their behaviour is such that the ethos and School Rules are upheld.
 - 4.6.2 encouraged to think about their own behaviour and the effect it has on others.
 - 4.6.3 given strategies for coping when behaviour is not in line with our ethos such as reporting incidents or worries to an adult.
- 4.5 All adults in school will ensure that children understand and uphold the school rules by applying them consistently and by following this policy.
- 4.6 Once any behaviour has required intervention and has been corrected 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.
- 4.7 We support the children to understand that harmful sexual behaviours such as sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable within our school community.
- 4.8 The promotion of behaviour that fits within our school ethos should be mostly undertaken through positive reinforcement.

5.0 Organisation: Responding to Behaviour that Exemplifies our School Ethos and Culture

- 5.1 All staff should feel empowered to celebrate behaviour with the children when their behaviour meets or goes beyond the expected standard.
- 5.2 Staff are able to reward behaviour as appropriate in order to promote the school's expectations, ethos and culture (see Appendix 1).
- 5.2 House counters will be measured each week in Celebration Worship and a winning house announced. Scores will be tallied for each term and there will a winning house which will win a "House Treat".
- 5.5 Children will receive heart value stamps for exhibiting the school's Christian Heart Values. These will be used to support children in working towards our value badges.
- 5.6 Individual classes may have their own reward systems in place.
- 5.7 In some circumstances it may be appropriate for groups of children to receive gifts from teachers, for example at the end of a term. However, teachers should not give gifts to individual children on a recurring basis.

6.0 Organisation: Responding to Behaviour that Does Not Exemplify our School Ethos and Culture

- 6.1 When a pupil's behaviour falls below the standard that can reasonably be expected of that individual child, staff will respond promptly, predictably and appropriately in order to maintain a calm and safe learning environment and to support different behaviours being shown.
- 6.2 Where children do not behave in a way that exemplifies our school ethos and culture they will in the first instance be support to modify their behaviour through redirection. If they do not modify their behaviour and their actions are deemed by an adult to have an impact on their learning, the learning of others or the good order of the school then restorative conversations will take place.
- 6.3 Any member of staff witnessing behaviour that does not exemplify the ethos and the culture of the school, even from a child in a different class or Year Group, has a responsibility to engage with the child to modify their behaviour. This ensures that there is a consistency of expectations from all who work within the school. If a restorative conversation is required, the adult who witnesses the behaviour will undertake this. This will be recorded electronically onto CPoms and brought to the attention of class teacher (if not the person undertaking the restorative conversation) and the Headteacher and Deputy Headteacher.
- 6.4 All adults will make children aware of which rule/rules they have not followed, how their behaviour does not fit with t school's ethos and culture and how to modify their behaviour in the future.
- 6.5 Parents will be informed if restorative conversations have had to be undertaken (this can be done verbally).
- 6.6 Where there is uncertainty about the circumstances surrounding significant behaviour, a decision will be taken 'on the balance of probabilities'; i.e. it is more likely than not that a fact is true. This means that something happened if it is more likely that it happened than that it did not happen.
- 6.7 In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought into consideration by staff, this is especially so for pupils with complex Special Educational Needs & Disabilities (see section 10 below).
- 6.8 The aims of any response to behaviour will be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.
- 6.9 Teachers will avoid the use of whole class responses unless a significant majority of pupils are involved in an incident.

6.10 Responses to be used by staff are outlined in Appendix 1 and within the table in Appendix 2.

7.0 Behaviours, Strategies and Support

7.1 There are different levels of behaviour that could be exhibited in school by the children and different strategies and responses that could be used at each level. This is shown in the table in Appendix 2 alongside potential support options and parental involvement.

7.2 Most children will consistently show Level 1 behaviours.

8.0 Inclusion

8.1 If a child needs to be placed on inclusion with a member of SLT, they will be removed from the classroom. This is considered to be serious sanction by the school.

8.2 This will be done for the following reasons:

8.2.1 To maintain the safety of all pupils.

8.2.2 To stop an unreasonably high level of disruption to learning.

8.2.3 To enable a child to regulate in a quieter calmer environment.

8.2.4 To continue their learning in a managed environment with 1-2-1 support.

8.3 Parents will be informed by a member of SLT if a child is taken into inclusion.

8.4 Refusal to comply with an inclusion could lead to suspension.

9.0 Suspensions and Exclusions:

9.1 In exceptional circumstances the Headteacher will use suspension or permanent exclusion as one of the strategies available to the school for managing the behaviour of its pupils. Suspension and exclusion are used as a way of giving a clear message to the pupil involved and the whole school community that certain types of behaviour are unacceptable.

9.2 Suspension and permanent exclusion are used to create and ensure that school is an environment in which children and staff can work in safety be respected.

9.3 The school may apply suspensions for serious incidents under Level 5 of the Behaviour table.

9.4 Physical violence against a member of staff will not be tolerated. A deliberate act that leaves a significant visible mark on an adult will lead to a suspension.

9.5 Suspensions are deemed as serious by the school and reflect the severity of the behaviour.

9.6 Permanent exclusions would only be applied after an extensive range of interventions and support strategies had been accessed. The school will always comply with Local Authority and DfE guidance.

10.0 Supporting the Behaviour of Children with SEND

10.1 The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

10.2 When incidents of challenging behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of behaviour that does not exemplify our school ethos and culture will be connected to their SEND.

10.3 Decisions on whether a child's SEND had an impact on a behavioural incident will be made on a case-by-case basis.

10.4 When supporting behaviour choices from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

10.5 The legal duties include:

10.5.1 Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)

- 10.5.2 Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- 10.6 If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
- 10.7 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers, and put in place provision and support to prevent these from occurring. Universal systems are unlikely to meet the needs of all children. For those children who need a different approach to behaviour management, we will use a personalised plan such as an Individual Behaviour Management Plan (IBMP) that complements this policy.
- 10.8 A personalised plan will be created in conjunction with, as required, the SENDCo, Class Teacher, Parents (and child if appropriate), and outside agencies where necessary. All staff must follow and adhere to these plans when supporting children with their behaviour.
- 10.9 A range of appropriate strategies will be used to support the personalised plan.
- 10.10 Personalised plans and risk assessments must be followed by all staff.
- 10.11 When considering a behavioural sanction for a child with SEND, the school will take into account:
- 10.10.1 Whether the child was unable to understand the rule or instruction?
- 10.10.2 Whether the child was unable to act differently at the time as a result of their SEND?
- 10.10.3 Whether the child is likely to behave aggressively due to their particular SEND?
- 10.10.4 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour. The school will then assess if it is appropriate to use a sanction and, if so, whether any reasonable adjustments need to be made to the sanction.
- 10.12 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.
- 10.13 When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child.
- 10.14 The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.
- 10.15 If the school is concerned about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11.0 Breaktimes and Lunchtimes:

- 11.1 Expectations for behaviour that exemplifies the ethos and culture of the school will be maintained during breaktimes and lunchtimes (See Appendix 1 for rewards and sanctions) and the principles and procedures shall be applied in the same way.
- 11.2 Wherever possible, behaviour will be celebrated. At the end of each week Lunchtime Supervisory Assistants will nominate a Lunchtime Star of the Week for each Year Group.
- 11.3 In exceptional circumstances, staff should consult with the Headteacher or Deputy Headteacher as to other appropriate responses.

12.0 Physical Restraint:

- 12.1 When pupil behaviour presents a serious danger of causing significant danger to themselves, to others, or to property, or there is a major threat to good order the pupil may be restrained or physically removed in accordance with Hampshire / DfES Guidelines for physical restraint and the school's Restrictive Physical Restraint Policy.

13.0 Mobile Phones

- 13.1 Children are not permitted to use mobile phones in school or other internet enabled devices to receive or send messages.
- 13.2 We do not encourage children to bring mobile phones to school.
- 13.3 We recognise some older children may be walking home unaccompanied and as such may need them in school.
- 13.4 In this case, they must be switched off and handed into the school office of storage.
- 13.5 The school will not accept any responsibility for any lost or damaged phones which are brought into school.

14.0 The Role of Parents:

- 14.1 Maintain a positive behaviour culture in school is more likely to be effective if schools work with parents as genuine partners in the education process. Parents will be informed about school procedures for acknowledging appropriate behaviours and supporting children in managing their behaviour via the school website. Parents will have an opportunity to discuss this and to sign the Home/School Agreement Form when their child first joins the school.
- 14.2 Parents will be informed of significant instances where behavioural has not exemplified the school's ethos and culture, including if a restorative conversation has to be undertaken.
- 14.3 The school will always help and support parents as requested as far as it can.

15.0 Recording Behavioural Incidents

- 15.1 Significant incidents of behaviour that does not exemplify the school's ethos and culture will be recorded on CPOMs and added to the Behaviour Log by the school's Senior Leadership Team. There are also Violent Incident Forms to be completed and returned to Hampshire County Council in the event of a violent incident.

16.0 Monitoring Behaviour

- 16.1 The SLT will monitor pupil behaviour and review any emerging trends and concerns.
- 16.2 An annual report in behaviour will be shared with the Governing Body.

The content of this Policy has been fully reviewed and agreed by the School's Governing Body.

Signed: 
Chair of the Whole Governing Body

Date: 13.05.25

Review Date: May 2025

Review Date	Changes made in addition to review and renewal date changes	Changes
23.1.25	<p>Yes</p> <p>This is essentially a wide-scale re-write so the content of all of this policy should be carefully considered.</p>	<p>3.2 – statement added.</p> <p>3.3 – addition of description of the environment as calm, purposeful and safe. Change of word from “encourage” to “embed”.</p> <p>4.2 – statement added.</p> <p>4.5 – statement added.</p> <p>4 – Removal of tiered approach.</p> <p>4.13 – moved from another section.</p> <p>5.0 – section retitled from Organisation to Organisation: Responding to Good Behaviour.</p> <p>5.1 - addition of when their behaviour meets or goes beyond the expected standard.</p> <p>5.2 – statement added.</p> <p>5.6 – added here after removal as a separate section.</p> <p>6.0 – additional section contained some statements form section 4 and some new statements.</p> <p>7.0 – additional section.</p> <p>8.0 – additional section.</p> <p>9.0 – section moved and 9.1, 9.2 and 9.3 added.</p> <p>10.0 – new section.</p> <p>13.0 – new section.</p> <p>Appendix 2 – new table.</p> <p>Appendix 4, 5, 6, 7 removed.</p> <p>Appendix 8 renumbered as Appendix 5.</p>

APPENDIX 1

BEAVIOURAL RESPONSES

Rewards for positive behaviour or work:

- Praise / encouragement / celebration
- Thanks
- Stickers
- House Counters
- Certificates of achievement
- Star of the Week and Lunchtime Star of the Week
- 'Postcards' to parents
- Staying in to help
- Show work to another teacher
- Show work to Headteacher / Deputy Headteacher
- Headteacher's Award
- Annual Year 6 Value Award Winners

House Counters, Heart Stamps, Celebration Worship:

House Counters

Each child belongs to a 'house' from Year R to Year 6, and is awarded house counters for effort with their work and achievement. These are taken to the Hall at worship times and placed in the House Counter display. The 'house' with greatest number of points at the end of each week stands up to be praised in Celebration worship, and points are awarded to each house. At the mid-year point and at the end of the year, the 'house' with the largest total of points receives a house treat, voted for by the children.

Note:

House counters can be awarded by any teacher/LSA/Lunchtime Supervisor for general good effort in work and achievement.

AIM FOR SEVERAL HOUSE POINTS TO BE AWARDED EACH SESSION – THE MAJORITY OF YOUR CLASS MAY HAVE IN THE REGION OF ONE A DAY AND SEVERAL OVER A WEEK

The houses were voted for by the children and staff through School Council Class Meetings: Air, Fire, Earth, and Water. Children will be placed in the same house as any siblings

Heart Stamps

Heart Stamps will be awarded when children display our Heart Values in the way that they behave and conduct themselves around school. Any member of staff can award a Heart Stamp, and these are recorded in the child's planner. Heart Badges are awarded for every 20 stamps that a child receives. The total of Heart Stamps that a child has received is recorded at the end of the school year and passed to their new teacher, so that they can continue to build on their total.

Celebration Worship

Certificates may be awarded for specific achievements e.g. musical or sporting achievements. Star of the Week is awarded weekly and is a special award made to the child in each class who has 'stood out' with some excellent work or behaviour during the week. A small prize is also given.

A Lunchtime Star of the Week from each Year Group is chosen by the lunchtime Supervisors for excellent behaviour, playing well or kindness towards others. These 'Star of the Week' certificates are awarded during Celebration Worship. Children awarded Lunchtime Star of the Week will sit on the 'top table' at lunch the next day with a friend.

All children are entered each Friday into the Lunchtime Raffle. Any child whose behaviour has not exemplified the school's ethos and culture at lunchtimes will have been spoken to by a LTSA and will have their name removed from the raffle for that week. During Celebration Worship one ticket for each year group will be drawn at random and the child will receive a spot prize. The names of any children 'crossed off' from the raffle list will be given to the Year Leader, who will follow this up with individual children.

APPENDIX 2

Level	Characteristics of Behaviour	Adult strategies and possible responses	Support Options and Parental Involvement
Level 1 Ready, Respectful, Safe.	<ul style="list-style-type: none"> Following the school rules and using our learning values. Showing readiness to learn. Respecting each other and the environment. Engaging well with the curriculum. Communicating respectfully with adults and children. Managing emotions effectively. Being safe with behaviour choices. 	<ul style="list-style-type: none"> Creating a calm and safe environment for children that inspires their focus on learning. Reminders about the expectation around our School Rules and the school heart values. Praising and rewarding positive behaviour. Implementing the behaviour policy consistently with planned approaches for the individual needs of children within their cohort. Communicating the school's expectations, routines, values and ethos through teaching behaviour, displaying posters and in every interaction with children. Modelling expected behaviour and positive relationships. Setting high standards of professional behaviour, politeness, self-discipline and respect to all. Providing a personalised approach to the specific behavioural needs of particular children. Considering their own behaviour on the school culture. 	
Level 2 Disruption - low level inappropriate behaviour	<ul style="list-style-type: none"> Not following adult instructions, answering back or questioning instructions. Calling out, not listening to others or giving others opportunities to talk during discussion. Interrupting when others are talking. Disturbing the learning of others through low level behaviours. Talking at a time when this is not appropriate. Turning round to engage others at inappropriate times. Fidgeting and fiddling with equipment when adults are talking. Making noises to 	<p>Strategies:</p> <ul style="list-style-type: none"> Establishing and maintaining clear boundaries of acceptable behaviour. Reminder of the behaviour you want to see. Check-in with the child to ensure that learning is appropriately pitched. Ensure that the child has appropriate support and resources to access the task. Learning or environment adapted to meet the children's needs at the time. Redirection. Distraction. Proximal praise – highlight positive choices of others Change of seat/space, separate from group. Wondering out loud – "I've noticed you are doing/feeling...can I help you with something?" Offer appropriate choices - a verbal "now, next, then". Option to join an adult-led group/sit near an adult. Give the option of calm down at a safe space in the classroom. 	<p>Potential Support Options:</p> <ul style="list-style-type: none"> Class based support from a teacher/ LSA. ELSA one off check-in. Group ELSA if appropriate. Circle of Friends or other supportive interventions.

	<p>gain attention. Swinging on chairs.</p> <ul style="list-style-type: none"> • Mobile phone use in school. 	<p>Potential Sanctions:</p> <ul style="list-style-type: none"> • Redirection. • Missing a part of break or lunchtime for a part of break or lunch to engage in a restorative conversation or activity with an adult to complete learning. • Time out given in order to reset. 	<p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parents may be informed of the child's behaviour at pick-up.
<p>Level 3 Persistent low-level disruption or more serious disruption/inappropriate behaviour</p>	<ul style="list-style-type: none"> • Repeated and persistent low-level disruption (as above) despite adult reminders. • Taking things belonging to others. • Offensive language or swearing. • Physical behaviour towards others where there was no intent to harm. • Unintentional unsafe behaviour. • Preventing or impacting significantly on the learning of other children over time. 	<p>Strategies: As above and...</p> <ul style="list-style-type: none"> • Use of ABCC behaviour chart and pupil conferencing to assist in understanding the communicative function of the behaviours. • Potential referral to the SLT for further advice, strategies or consideration of underlying factors impacting behaviour. • Use of appropriate strategies to de-escalate situations, and restorative conversations post-incident to explore, restore and repair relationships. • Use of social stories/storybooks etc. to explain or teach a specific social behaviour. <p>Potential Sanctions: Redirection.</p> <ul style="list-style-type: none"> • Missing a larger part of break or lunchtime, or the whole break if proportionate to the behaviour, to engage in a restorative conversation or activity with an adult to complete learning. • Time out given in order to reset. • Child asked to go to parallel class to complete learning with a teacher for a change of face. • Persistent incidences over time may result in a short term, individual behaviour plan. 	<p>Potential Support Options</p> <ul style="list-style-type: none"> • Class-based support as above. • Group or 1-1 ELSA. • Circle of Friends or other supportive interventions. Possible Family Support Worker involvement to support the family if appropriate. <p>Parental Involvement:</p> <ul style="list-style-type: none"> • Parents will be contacted, informed of the behaviours and a discussion will be held about working together to resolve the ongoing behaviour.
<p>Level 4 Challenging behaviour/ high level disruption or serious incident</p>	<ul style="list-style-type: none"> • Bullying, abusive or discriminatory behaviour where this is the first incident, or the child may not understand the severity of the behaviour choice. • Serious challenge of adult authority. • Physical behaviour towards others that causes intentional harm. • Lack of respect for others and their environment including inappropriate sexual comments, remarks or jokes towards peers. • Preventing or impacting significantly on the learning of other children within a 	<p>Strategies: As above and...</p> <ul style="list-style-type: none"> • Reduction of language. • Direct other pupils to move away, tactical ignoring. • Wait for signs that the child wants to engage with an adult/ or approaches an adult. "Let's make this right. How should we do that?" Do not label own emotions e.g. saying you're disappointed, or highlight impact of the child's behaviour, say they are making poor choices etc. This is likely to escalate behaviour further. • If a child leaves the room and is heightened - supervise from afar - observe for safety but don't intervene. • Use walkie-talkie to request additional SLT. • Leave if in a safe space (e.g. under the table). • Referral to SLT for advice if repeated incidents. • Referral to outside agencies if appropriate. • Use of ABCC behaviour chart and pupil conferencing to assist in 	<p>Potential Support Options: ELSA (1-2-1). Circle of Friends or other supportive interventions. Family Support Worker involvement to support the family if appropriate. Primary Behaviour Service Involvement – might be referred for in-reach support Educational Psychology input Referral to CAMHS where appropriate Outreach referral to schools with a specialist provision Consideration of reduced hours or alternative provision is concerns are ongoing and serious in nature.</p>

	<ul style="list-style-type: none"> • lesson. • Repetition of swearing or inappropriate language. • Use of prejudicial language. • Leaving the classroom without permission or refusal to come in when asked. • Malicious allegations against others. • Deliberate damage to equipment or property. • Deliberately accessing inappropriate online material in school or encouraging others to do the same. • Physical disruption of the learning environment. • Locking or blocking doors. 	<ul style="list-style-type: none"> • understanding the communicative function of the behaviours. • Use of appropriate strategies to de-escalate situations, and restorative conversations post-incident to explore, restore and repair relationships. 	
		<p>Potential Sanctions:</p> <ul style="list-style-type: none"> • Redirection • Staying in for the whole of break or lunch to engage in a restorative conversation or activity with an adult to complete learning. • Time out given in order to reset. Persistent incidences over time may result in a short term, individual behaviour plan. • Putting right the behaviour e.g. a letter of apology, tidying up. Depending on the context, a 'ban' from particular games or outside activities. • Depending on severity of the behaviour the child may be removed from the classroom for 'inclusion' with SLT. 	<p>Parental involvement:</p> <ul style="list-style-type: none"> • Parents will be contacted and asked to come into school for a meeting to discuss the behaviour. • There will be follow up reviews over an agreed period of time. • Where property is deliberately damaged, parents may be asked to contribute towards repair or replacement.
Level 5 Dangerous, unsafe or persistent challenging behaviour or very serious incident	<ul style="list-style-type: none"> • Persistent bullying, abusive or discriminatory behaviour in person or online, despite adult intervention. • Very disrespectful, aggressive threatening or derogatory language or prejudicial language, despite adult intervention. • Physical behaviour towards others that causes serious harm (e.g. leaves an observable red mark or a bruise). • Persistently and deliberately accessing inappropriate online material in school and/or encouraging others to do the same. • Serious, aggressive or repeated challenge of adult authority. • Repeatedly leaving the classroom without permission or repeated refusal to come in when asked. • Leaving the school boundary without permission. • Serious and deliberate damage to property or equipment. • Serious and deliberate challenge to safety of self or 	<p>Strategies:</p> <p>As above and...</p> <ul style="list-style-type: none"> • Make safe - this could include moving the class away completely. • Use walkie talkie to get SLT support. • If the child has an IBMP then ensure that strategies are followed as are elements from individual risk assessments if appropriate. • No language if possible. • Supervise the child from a safe distance - tell the child very briefly or with gesture where you will be so that child feels safe; "I'll be over there when you're ready". • Not commenting on the unwanted behaviours in the moment. • Do not label own emotions e.g. saying you're disappointed, or highlight impact of the child's behaviour, say he/she is making poor choices etc. • Wait for signs that the child wants to engage with an adult/approaches an adult; "Let's make this right. How should we do that?" • Meeting with SLT and outside agencies involved. • Where significant and complex needs – consider application for an EHCP. 	<p>Potential Support Options:</p> <ul style="list-style-type: none"> • ELSA (1-2-1). • Individual risk assessment. • Circle of Friends or other supportive interventions. Morning club support within school. • Family Support Worker involvement to support the family. Primary Behaviour Service Involvement – might be referred for in-reach support. Referral to CAMHS. Outreach referral to schools with a specialist provision. Educational Psychology input. Consideration of reduced hours or alternative provision is concerns are ongoing and serious in nature.
		<p>Potential Sanctions:</p> <ul style="list-style-type: none"> • Redirection • Staying in for a number of break or lunch times with SLT. • Persistent incidences over time will result in an individual behaviour management plan. • Putting right the behaviour e.g. a letter of apology, tidying up. Depending on the context, a 'ban' from particular games or outside activities. 	<p>Parental Involvement:</p> <ul style="list-style-type: none"> • Parents will be contacted and asked to come into school for a meeting to discuss the behaviour. • There will be frequent follow up reviews over an agreed period of time and there

	<p>others.</p> <ul style="list-style-type: none"> • Continued and serious lack of respect for others and their environment including inappropriate sexual comments, remarks or jokes towards peers. • Bringing prohibited items to school. • Bringing the name of the school into disrepute. 	<ul style="list-style-type: none"> • The child may be removed from the classroom for an 'inclusion' with SLT. • Fixed Term Suspension. • Managed Move to alternative school. • Permanent Exclusion. 	<p>may be outside agency meetings as well.</p>
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APPENDIX 3

Responses When School Rules are not Followed and the School Ethos and Culture is Not Exemplified

- Children who are not behaving in a way that exemplifies the school's culture and ethos, including not following the school rules will, be supported to redirect their behaviour and help them to understand the impact this has had on them and others.
- If further rules are not followed or the child has ignored the redirection of if a more serious behaviour is undertaken then the child will miss their free time to undertake a restorative conversation with a member of staff and then miss a further five minutes of their time in order to reflect on their behaviour. The restorative conversation should be undertaken by the member of staff who either witnessed the incident or who was affected by it. When a restorative conversation is required a letter will be sent home to parents and as well as a text to inform them that their child has a letter for them. Specific requirements of individual children's needs will be considered, particularly for those children with SEND.
- If a second restorative conversation is needed in the same week then this will need to be more detailed and afterwards the child will miss a further ten minutes of their free time.
- If a third restorative conversation is required within a week then there will be fifteen minutes of free time missed afterwards.
- For children who have three or more reflective conversations in a week then there will be a thirty minute reflection time on Friday lunchtimes with a member of the SLT and meeting will need to take place with their parents.
- Any recorded learning missed because of refusal or wasted lesson time will need to be completed in children's free time. This will be enforced by SLT if necessary.
- If an adult has more than one restorative conversation that needs to be undertaken, they will need to liaise with SLT so that they can support with these conversations.
- It needs to be recorded on CPOMs under negative behaviour if a restorative conversation is undertaken.
- If there is severe misconduct then the Headteacher or Deputy Headteacher should be alerted immediately. Severe misconduct would be deemed as those behaviours seen at Level 5.
- Parents will always be informed if there is severe misconduct and they will be asked to come and meet with a member of the SLT. IT is likely that children will lose a significant amount of their free time to reflect on any incidents of severe misconduct.

APPENDIX 4

Restorative Conversation Script

Please note a set of pictorial prompts for restorative conversations are available from the SENDCo if required.

Ensure the child is calm before beginning the restorative conversation.

1. What happened?
At this stage the initial objective is for the child to feel heard and understood. This is an opportunity to model the empathy and respect that we want the pupil to develop.
2. How were you feeling or what were you needing at the time?
Identifying and understanding the underlying feelings and needs that caused the behaviour can often be enough to resolve it.
3. What were you thinking?
The objective is to help the child to express their perspective at the time of the incident. This is a good opportunity for the listener to model empathy which deescalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others.
4. Who else has been affected? How do you think they might be feeling?
The objective is to help the child to develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.
5. What have you learnt and what will you do differently next time?
This is an opportunity to work with the child to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there does not seem to be an easy solution, for example they are "bored in maths" and they have rejected all ideas about how they could make it more enjoyable for themselves, revert to empathy and sympathise with the challenge. The goal with restorative practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.
6. How can the damage be repaired?
This step is often missed with "punitive justice" where a child might have to do a detention but will not necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguably more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, cleaning a desk etc. deters from repetition without the need for serious punishment. This gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than left with a feeling of resentment.

APPENDIX 5

School Behaviour Approach for Staff

Botley C of E Primary School
Staff Briefing Sheet – Behaviour Approach



At this school everyone walks faithfully alongside God. Through the core Christian values of respect, courage and stewardship, we aim to ensure that our school is a place in which everyone achieves, is supported, cared for and feels loved, safe and secure. Relationships are positive, enriching and enabling and there is a core focus on looking after each other, our school, our wider community and God's world.

All adults will encourage positive behaviour by teaching and reinforcing the school's four rules:

- Be kind
- Be polite
- Work hard
- Live our school values

Be consistent - everyone catches good behaviour and gives praise and rewards, everyone identifies when school rules are not being followed and redirects, everyone completes restorative conversations and follows the procedures. No one makes up their own rules or sanctions. Every incident is dealt with in the same way.

Empowering – four key rules that everyone knows and understands. Children and staff understand what is expected.

Hold to account – the standard you walk past is the standard you accept.

Ambition – have the ambition that everyone can do this, no need for staff to call for someone else and all children can do it with the right support.

Value all improvements – undertake mini and major celebrations of improvement. Notice, praise, repeat.

Immovable – do not lower or change your expectations. Do not stop, let up or become less bothered.

Ownership – take responsibility for behaviour. Everyone can manage children's behaviour by following the policy and showing consistency. Children do not behave because of the person, they behave because of the way the person follows the policy.

Understand difficulties – Just as some children find their learning challenging, some children find conformant behaviour challenging. This is why there is a tired approach and why some children many need adaptations to support their behaviour.

Review – always monitor how children are behaving. Are the school rules being followed and enforced consistently? Do they need an adaption to support them?