

Behaviour Regulation Policy (Attachment Aware)

Boothville Primary School



**BOOTHVILLE
PRIMARY SCHOOL**

Last updated: October 2022

Next review due by: September 2023

Contents

1. Vision Statement	2
2. Aims	3
3. Legislation & Statutory requirements	3
4. Definition of behaviours	4
5. Role & Responsibilities	6
6. Approach (Key Principles of Practice)	7
7. Rewards & Consequences	9
8. Behaviour Management	12
9. Pupil transition	14
10. Training	14
11. Monitoring	14
Appendix 1: Written statement of behaviour principles	15
Appendix 2: Boothville Primary School Rules	16
Appendix 3: Red Behaviour Incident Sheet	17
Appendix 4: Stages of Consequence	18
Appendix 5: Amber Report Card	19
Appendix 6: Letter to Parent	20
Appendix 7: Rewards	21
Appendix 8: Restorative Approach questions	22

Vision Statement

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that understanding our emotions is a key aspect of managing behaviour.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and continue to create a calm and purposeful environment for all. Boothville Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will be provided without diluting our expectations and the need for rules and boundaries.

Underpinning this policy, is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves, through emotion coaching and make sense of experiences, hopefully beyond school and into the 'real world'.

1. Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- Foster good relationships between all staff, pupils, parents/carers and the wider community
- We hope to achieve these aims through a policy based on **rights, responsibilities** and **respect**. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.
- Recognise and praise good behaviour as well as managing negative behaviours
- Ensure that pupils are aware of the rewards and consequences in place.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online. Any updates delivered through the DfE have also been taken into account.

The school have adopted 5 major rules around the following areas:

Readiness for Learning - We will show each other that we are ready to learn

Talk - We will use kind words, listen carefully and respond in an encouraging, positive and fair way

Movement - We will walk quietly and safely around the school being considerate of others

Child to Child - we will treat each other as we would like to be treated

**Adult to Child - As adults, we will be fair, listen, show understanding and help you to learn.
As children, we will cooperate, work hard and try our best.**

3. Definition of behaviours

Boothville Primary School has identified varying degrees of observable behaviours under the following categories and a brief explanation of these is in Appendix 3 & 6.

Green Behaviours (these are all expected behaviours)

Amber Behaviours (low level behaviours)

Red Behaviours (serious behaviours)

Amber Behaviours (this is not an exhaustive list)

Disruption in lessons, in corridors between lessons, and at break and lunchtimes which prevents learning and interrupts the orderly behaviour that is expected

- Answering back
- Talking while an adult is talking
- Talking when another child is talking in class
- Deliberate noises in class
- Refusal to follow instructions
- Refusal to enter lessons
- Deliberately wearing incorrect uniform
- Running in corridors
- Pushing and shoving (for example when lining up)
- Being dishonest
- Unkind words and actions
- Physical exchange (any harm caused not as a result of deliberate action or intent)

Red Behaviours (this is not an exhaustive list – all red behaviours will be reported to SLT and investigated further and information recorded on a proforma)

- Any form of bullying (See Anti-Bullying policy)
- Any form of deliberate/intentional/malicious physical aggression/violence towards a child or adult
- Verbal and/or physical threats to members of staff and other children
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour and language

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Online sexual harassment such as unwanted sexual comments or messages (including on social media)
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes (pulling someone's trousers down, lifting up a dress/skirt)

The following behaviours may result in a fixed term or permanent exclusion

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
Online sexual harassment ie sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Physical violence towards staff
- Smoking
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3.1 Bullying (Also refer to the Anti- bullying Policy June 2021)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, either face to face, or through other means (eg. Social media) where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Roles and responsibilities

Maintaining good behaviour is the responsibility of all, including staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

4.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data regarding behaviour is reviewed on a termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

4.3 Pupils

Children are expected to follow the school rules that have been identified as important by themselves and staff:

- pupil should be made be aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- In class, make it possible for all pupils to learn, refrain from causing disruption to prevent learning
- Behave in an orderly and self-controlled way at all times when at school, both within class and on the playground. Move quietly around the school
- Show respect to members of staff and each other at all times, no rudeness, shouting, ignoring, swearing, lying or arguing, or derogatory name calling
- Treat the school buildings and all school property with respect
- Wear the correct uniform at all times (unless this has formally been agreed in writing for specific individual reasons)
- Accept sanctions when given, listen to advice, learn from these sanctions and endeavour to change behaviour and take responsibility for their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Refrain from inappropriate on line activity in school – respect on line safety rules
- Follow instructions given by the adult without rudeness and disrespect

4.4 Staff

Staff are responsible for:

- Implementing this policy consistently by:
- Modelling positive behaviour and developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Providing a personalised approach (with discussion with SLT) to the specific behavioural needs of particular pupils (particularly those with additional needs)
- Recording behaviour incidents and reviewing outcomes and individual needs, carrying out risk assessments where necessary
- Exploring what has happened within an incident, documenting details of the incident, and following this up with consistent approaches to consequences. The senior leadership team will support staff in responding to behaviour incidents.
- Exploring triggers, strategies and interventions to support behaviour, including documenting approaches and targets to ensure behaviour is improving
- Ensuring parents are informed about any inappropriate behaviour

4.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and school rules and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support school to explore any additional needs, or access support from outside agencies, for any difficulties to inform gathering evidence to support the graduated approach (Assess, plan, do and review)
- Review any approaches and strategies, discussing any next steps to improve behaviour

5. Approach (Key principles of practice)

Staff and children at Boothville Primary have worked collaboratively to establish a set of rules and principles that will underpin the expectations of behaviour in school and on school premises with a view to continuing these values outside into the community. These are listed in the Vision section.

Staff have received training to support the understanding of key attachment aware principles such as attunement and empathetic listening, and emotion coaching to support co-regulation and help children understand their feelings and emotions. An essential part of our practice is to give very clear direction of what is and what is not expected, and to re-enforce by rewarding appropriate pupil behaviour.

Negative and unacceptable pupil behaviour in the classroom is initially the responsibility of the class teacher and support staff, since it may result due to a variety of reasons such as; learning difficulties, teaching style, inappropriate resources, external home factors, or pupil grouping in class. These factors will be explored to identify triggers and advice from more experienced staff or external professionals may be sought. There is a professional obligation upon teachers to examine their preparation of a lesson, classroom organisation and environment, and classroom performance.

5.1 Classroom management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative.

5.2 Break and lunch times.

Many of the pupils find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff must ensure that they maximise opportunities to interact with learners and ensure pupils are engaged in appropriate activities. Time should be given for **all** staff to familiarise themselves with individual behaviour plans and what measures may be in place to support the child's difficulties.

Some children may have alternative arrangements at lunchtime to support their social and emotional development or to provide some calm time for managing their emotions and help them learn strategies that they may use when they feel more confident on the playground.

Initial intervention following behavioural incidents

Schools may need to adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension or permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. It may often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

The arrangements will be discussed with parents

Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

If Senior Leaders have serious concerns about a pupil's behaviour, the SENCO will seek advice as to whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

6. Rewards and Consequences

We praise and reward positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter inappropriate behaviour. Reward schemes are in place to recognise this. Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

Always focus on positive conduct and try to spot children who are doing the right thing.

"Thank you ___for being ready to listen"; "Thank you ___for looking this way"; "Thank you ___for your maturity" etc.

give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.

call home to a parent to give praise, this is far more effective than several negative calls.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

6.1 Rewards

- Stickers
- House points
- Upcards
- Moving towards the stars (Green to Silver to Gold)
- Class rewards, eg jar of 10, 100squares, poms poms
- Proudgrams

6.2 Consequences

Stages of Consequence

In order that pupils are aware of what may happen if their behaviour is unacceptable and in breach of school rules, within each phase of the school, there is a 'stages of consequence' guide. This outlines the procedures that are followed to set expectations, give warnings, and outlines the escalation of involvement from class teacher through to Senior Leaders.

The stages of consequence will be followed should a child deviate from following the rules, however, individual needs and the child's developmental stage will always be taken into account.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A reminder or warning
- Sending the pupil out of the class (with work to complete)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract, with specific targets for improvement
- Putting a pupil 'on report'
- Adjusting timetable, grouping or seating in class
- Removal from activities in school, including clubs

Internal exclusion
Suspensions and Exclusions (following policy for this)
Managed Move (considered in extreme cases)

Amber Behaviours

If a child shows an amber behaviour, they will be given a reminder and warning about their behaviour. The child will report to the teacher at the end of the lesson to discuss and agree what needs to change and how this will happen. This stage includes 3, 5 or 10 minute loss of playtime, depending on age of child, and severity of behaviour. A conversation will be held within this time.. If a child receives 3 Amber behaviours in a day or 5 in a week or 10 in a term, they will be placed on Amber behaviour report card.

Children on Amber Report Card will not be chosen to represent school in any events for the duration of the time they are on Amber Report. If a child continues to remain on Amber Behaviour Report for three weeks consideration will be made as to whether a Behaviour Plan is required. Further breaches of this could result in internal or fixed term exclusions.

Red Behaviours

If a child's behaviour is considered very serious, in line with Red behaviours, consequences for this behaviour will be determined by a member of Senior Leadership Team (SLT) on an individual basis and discussions will involve parents, class teacher and child.

Boothville Primary School will implement zero-tolerance approach to sexual harassment and sexual violence (Child on Child) - Refer to the Safeguarding Policy.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate
Considered
Supportive
Decided on a case-by-case basis

Procedure for sexual harassment and violence may include:

My Concern is used to record any incidents. We would carry out a risk assessment where appropriate to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions will only be used on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

Malicious allegations

Where a pupil makes any allegation against a member of staff and, after investigation, that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

This will be decided by Senior Leadership Team, and parents will be informed. School will follow safeguarding procedures, which may involve reporting the incident to the Local Authority, Early Help, Children's Services, or the Police.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy and the Safeguarding Policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate and this will be decided by the Headteacher and Senior Leaders.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy or allegations against staff: and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

Suspension and permanent exclusion

Boothville Primary believes that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Managed moves

There may be the need to discuss a managed move to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the

Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Exclusions

We may use an internal exclusion (where the child is sent to another class or area) in response to persistent breaches of this policy. This may happen during lessons if they are disruptive and they will be expected to complete the same work as they would in class.

If a child's behaviour continues to prove extremely disruptive, following a ½ and full day internal exclusion, a fixed term exclusion will be considered.

Serious breaches of this policy may result in an immediate fixed-term exclusion.

7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectation/classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Restorative Approach

Our PHSE (Personal Health Social Emotional) curriculum aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever-changing world. Boothville Primary endeavours to adopt a 'restorative approach' to behaviour to help children understand the impact that their negative actions/behaviours may have on others. This approach endeavours to create a more respectful climate, a relational approach, honesty and willingness to accept responsibility and understand others' feelings.

To facilitate such a process it requires staff to have the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;

- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

Children are invited to discuss the following:

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
- What needs to happen to put things right or to make things better in the future

7.3 Physical restraint

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a pupil from.

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and in line with Team Teach guidelines
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book and reported to parents

If there is felt the need for the above, a risk assessment using a Positive Handling Plan (in addition to a Behaviour Plan) will be completed to outline strategies and procedures that are put in place to ensure the safety of all concerned.

7.4 Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

7.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs (including special educational needs and disability) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCO) will liaise with staff and parents and explore the needs of a pupil who exhibits challenging behaviour to determine whether there could be any underlying needs that are not currently being met.

Where necessary, school will decide if support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, SEMH panel, 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 inform parents of the details of the plan of support and review it on a regular basis.

If school require further advice in difficult circumstances, we would firstly encourage parents to engage in a multi-disciplinary team approach to support the child. This may include Early Help Assessment, Educational Psychologist, Specialist Support Services, Education and Inclusion team (this is not an exhaustive list). If poor behaviour persists and parents are not willing to engage in the above, school will seek advice from MASH and follow the Safeguarding Policy.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing following any incidents of a sexual nature. All parties will be supported appropriately. My Concern is used to record any incidents.

8. Pupil transition

To ensure a smooth transition to the next year, pupils will be supported to ensure that they can begin their new year group on a positive note. They will have a one page profile that helps inform staff of their strengths and difficulties and any strategies that may have been used to support the child. All staff should ensure that they are familiar with the child's profile and additional needs.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour. The school accesses outside professionals to support with CPD. Staff have received Attachment Awareness training and also Restorative practice training. Some support staff are provided with regular updates on using assessment materials for measuring social, emotional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB every year.

Appendix 1: written statement of behaviour principles

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (Behaviour in Schools: advice for headteachers and school staff, July 2022).
2. The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The headteacher is also asked to take account of the guidance in DfE publication Behaviour in Schools: advice for headteachers and school staff, July 2022.
4. This Statement has been consulted on with the headteacher, governors, staff, parents and pupils at the school.
5. The Behaviour Policy is publicised to staff and families on the school website and will be reviewed annually.

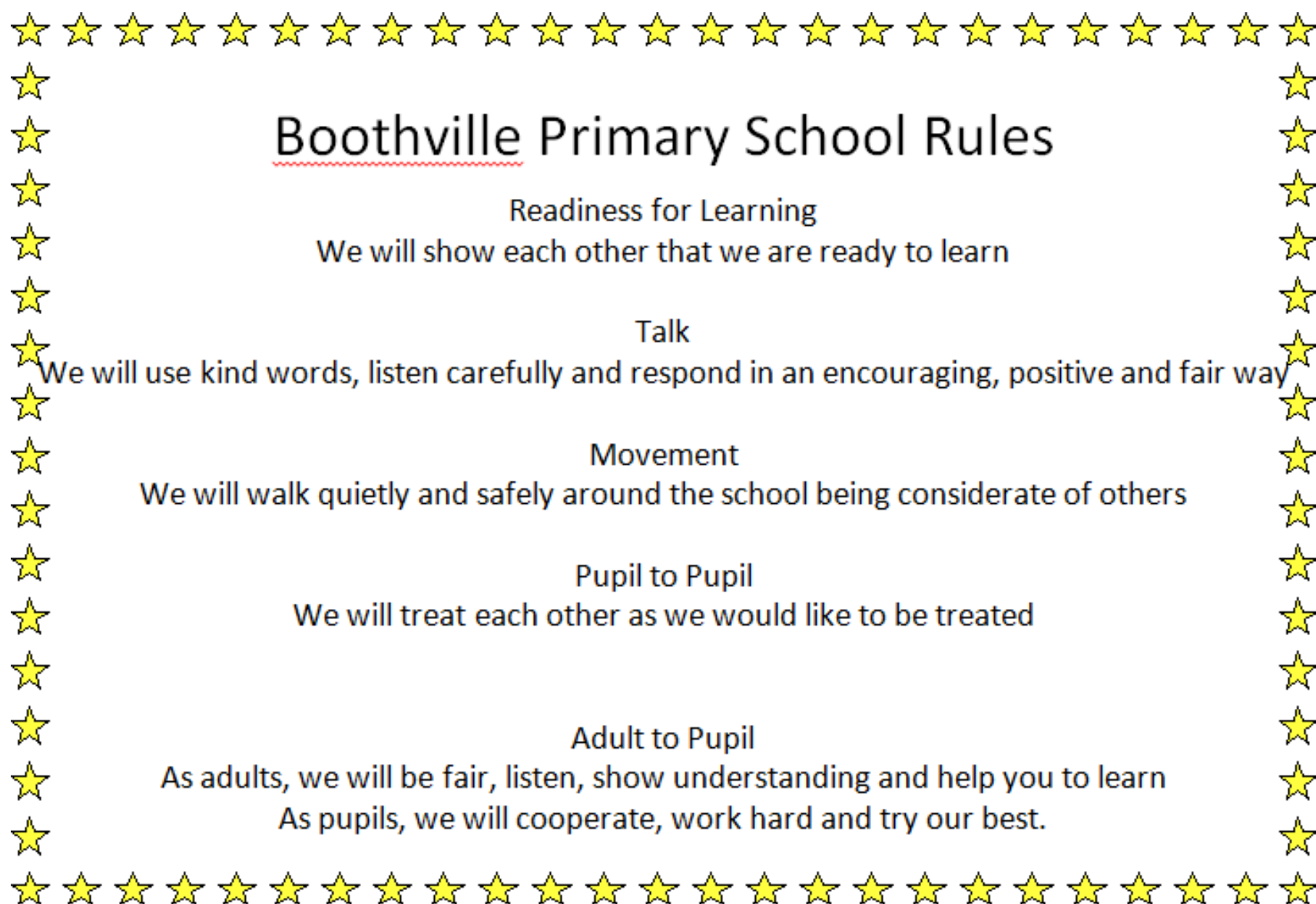
Principles

1. The governors of Boothville Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. Boothville Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). Measures to protect children should be set out in the Behaviour and Equality policies.
4. The school's legal duties under the Equality Act 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
5. The governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
6. The school's expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
7. The governors believe that positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school. The rewards system must be regularly monitored for consistency, fair application and effectiveness.
8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied.
9. The governors strongly feel that suspensions and permanent exclusion, must be used only as a very last resort. 'Unofficial' suspensions or exclusions are unlawful and are avoided. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
10. The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to

have made malicious accusations against school staff. Governors expect the headteacher to draw on the advice in Dealing with Allegations of Abuse against Staff and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers.

11. The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

12. The governors expect the headteacher to include guidance on the use of reasonable force, within the Behaviour policy.



Appendix 3 Red Behaviour Record

Red Behaviour Record

Name of Child	
Name of Teacher	
Date of Incident	
Location of Incident	
Name of SLT involved	

Details of Incident to be completed by the teacher.

Outcome including consequence to be completed by SLT.

Appendix 4 – Stages of Consequence

Stages of Consequence – Good to be Green



Stage 1 – REMINDER (Low level behaviour)

Reminder of rules.
If negative behaviour continues, a further warning given, then an Amber given (professional judgement made around child's level of development/understanding)

Suggested script

"This is a reminder....."
"Our rule is....."
"You need to....."
"If you don't follow the rules, you will have a warning"

Be mindful of child's SEN/IB plans and use professional judgement to manage behaviour. Seek advice if necessary

Stage 2 - WARNING (Not following rules after reminder)

Teacher to lead 'good choices' conversation, explaining a reminder has been given, and this is a warning. Remind them of expectations.

If behaviour continues Amber behaviour given (professional judgement of teacher around child's level of development)

Script: (calmly check child understands expectations)
"You need to sit here and start your work"
"You need to think about your choices"
"Do you need help?"
"Do you need time out to refocus?"

Stage 3 – AMBER

Child is now on Amber
Teacher will remove child's name from green section on class chart.
Child will report to the Teacher at the end of the lesson to reflect on behaviour.
Discussion held around what needs to change and how this will happen. Agree changes with the child, and strategies to use in the lesson.

This stage includes 3 or 5 minutes or 10 mins (depending on age of child) loss of playtime/lunch (including the conversation). Teacher records behaviour on Amber class grid.

3 Amber Behaviours in a day, 5 in a week or 10 in a term, will result in child being placed on Amber Behaviour report card

Teacher to consider One Page Profile / Behaviour Plan Profile and further exploration around why child may be misbehaving.

Stage 4 – CHILDREN REPORT CARD

If child receives 3 Amber cards in a day or 5 in a week or 10 in a term child will be placed on Amber Behaviour report card. Class Teacher will inform parents.

Children on report to visit their Year Leader at agreed time weekly to discuss improvements in the child's behaviour and the following week's card.

Year Leader to monitor progress for those children remaining on Amber. Further weeks on report will be recorded as Amber 1,2,3.

Parents need to be informed by Year Leader if a child is to continue on report. After week 3 a behaviour plan will be created.

Next steps to support change will be documented and agreed.

RED BEHAVIOUR

If a child displays a Red Behaviour the teacher will record this on the Red Behaviour Record sheet which will be given to a member of SLT to investigate. Once investigation is complete - SLT will decide on the outcome and consequence and keep the teacher and parents informed. Further red behaviours will be discussed with SLT and dealt with according to the Behaviour Policy.

Appendix 5: Amber Report Card (example)

Amber Report Card - Teacher Weekly Behaviour -

Student Name..... Date Commenced

Teacher..... Class.....



The pupil will be monitored each day by the class teacher and at the end of the week will report to Phase Leader or SLT



	Morning – Lesson 1	B	Morning – Lesson 2	L	Afternoon	Initialed at end of week by Phase Leader/SLT
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Appendix 6: Letter to Parent

Dear Parents

This report card has been issued to your child because of their behaviour in school.

It is a positive incentive for them to improve their behaviour throughout the week, to know that they are being monitored daily by their teachers and yourself.

After a good week on a report (ie. no amber cards), the child will go to green report card for a further week. If behaviour continues to be difficult, they will remain on Amber report.

While children are on amber report cards, they WILL NOT be allowed to attend school events

Thank you for your support.

Appendix 7: Rewards

Green Behaviour Rewards			
Rewards	Personal	Class/Group	House/Year
Ongoing	Move to Silver or Gold House Points Stickers Positive Praise	Year group style Petals, Marbles, Pom Poms	House Points
Goal Orientated promoting collaboration and community	HP shop Star of the week Star Box CT own agreed system with child	Class rewards eg. 100 square to complete, flower, pom pom in Jar Attendance rewards	House Points
Term	End term celebration		House Trophy

Appendix 8: Restorative Approach questions

