

St Botolph's C of E (C) Primary School

Whole School Behaviour Management Policy

Micah 6:8

*The Lord has told you what is good and this is what he requires of you;
to do what is right, to love mercy and walk humbly with your God.*



**Celebrating Faith,
Learning and Success**

Date: September 2020
Review Date: September 2022

St Botolph's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We welcome our duties under the Equalities Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and gender identity), maternity and pregnancy, religion and belief. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Whole School Behaviour Management Policy

Our school fosters a caring, welcoming environment where everybody is valued and respected. We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility.

As far as possible, we use the principles of Restorative Justice in order to resolve conflict and encourage children to become responsible citizens.

1. Our Aims

- We aim to provide a safe, happy and caring environment in which everyone is given the opportunity to develop his or her positive attitudes and values.
- We aim to encourage everyone to take responsibility for their own actions and their consequences.
- We aim to provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- We aim to provide a clear set of expectations to which everyone can aspire.
- We aim to encourage children to become independent and resilient in their approach to work and play and in decision making.
- We aim to nurture Christian Values such as kindness, forgiveness and responsibility for ourselves and others. Our school values of Compassion, Courage and Community support the building of positive relationships within the school.

2. Our Code of Conduct

Underpinning our Code of Conduct is RESPECT.

We expect everyone to show RESPECT at all times.
Respect for yourself;
Respect for others;
Respect for the environment.

At St Botolph's Primary School we will always try to do these things:

To RESPECT MYSELF I need to:

- Do my best at all times
- Find help if I need it
- Accept responsibility for the things I do
- Behave in a safe way

To RESPECT OTHERS I need to:

- Speak respectfully to everyone and show good manners
- Listen to what other people say
- Be kind and caring towards others, respecting their feelings and beliefs
- Share with each other and take turns

To RESPECT THE ENVIRONMENT

- Look after our classroom, equipment and the school

Applying the Code of Conduct around the school

When moving around the school and in different learning environments, we need to think about how we can continue to follow the Code of Conduct.

In the corridor, to behave in a safe way we need to walk quietly and on the left hand side, wherever possible.

In the hall we need to look after our environment by putting rubbish in the bin and picking up things we drop on the floor.

On the playground at breaktime and lunchtime, we need to choose games that mean we are playing in a safe way.

This Code of Conduct applies to everybody in school and out of school on visits – pupils, staff, parents, governors and visitors. In rooms, the Code of Conduct will be displayed so we are all clear about expectations and all adults can use a consistent approach to reinforcing expectations.

3. Building high standards in learning and social behaviour

Children need to feel safe, valued, motivated, welcome and supported. The expectations and routines within the classroom are very important. They are the structures which underpin and reinforce the smooth running of the classroom. The more habitual the routines become the more likely they are to be used.

Leading towards self-disciplined learners

Our aim is to support children to make independent, positive behaviour choices. We recognise that children will make mistakes towards independence and we support them to learn from any mistakes made. Whilst we are aspirational towards a goal of ‘exceptional behaviour’, we recognise the development of self-control and consistently positive attitudes to learning takes time.

Feedback to children

Feedback to children enables them to be clear about our expectations and therefore children know how to behave well. Offering children hot and cold feedback supports them to be clear about our expectations; hot feedback is positive praise and reinforcement when they are behaving well; cold feedback is a way to let children know how they can behave even better – an instruction.

3. Rewards

Encouraging and rewarding good learning and social behaviour

Recognising and rewarding good behaviour is an important part of our positive behaviour management policy.

We are aware of the need to be even handed when distributing rewards, examples of which are:

- Start the lesson by praising specific things from the last session (teacher) – in line with a Growth Mindset approach
- Choose carefully when to give it
- Praise what matters to you as well as the children
- Keep going even if children do not acknowledge praise – it works on the inside
- Speak to individual children

4. Whole School rewards

At St Botolph’s we have a whole school positive reward system, designed to value and reward the children’s individual efforts and achievements. These achievements may relate to their work, attitude, behaviour, social and / or effort.

Achievement Awards

Children who produce high quality work where they have demonstrated a determination to do their best may be rewarded with an Achievement Stamp from their teachers.

Children collect these stamps and once they have gained 12 will be awarded their Bronze Achievement Certificate. Children then continue to earn achievement stamps and work towards their Silver and Gold Certificates.

Dojo (House) Points

Dojo points are given when recognising and acknowledging the good behaviour of children around the school looking particularly at aspects of social, moral, spiritual and cultural behaviours. Examples would be: good behaviour, good manners, setting a good example, representing the school, good sportsmanship, listening carefully, 'giving it a go', challenging themselves, showing school values.

Children and adults are allocated to one of the five houses: Fry (blue) Newton (red) Nightingale (yellow) Pankhurst (white) Stephenson (green). When a child is awarded a HP, the class teacher is informed and it is recorded on a tally chart against the relevant house.

Points are collected and shared with the school community. There will also be a running total and the winning house at the end of every term will be able to come to school on a designated day in non-uniform.

5. Consequences

Children are encouraged to make choices about their behaviour and therefore take responsibility for their own actions. Choice is guided by their responsibilities and leads to positive or negative outcomes according to the nature of their choice

Responsible choices lead to positive consequences, whereas if children choose to behave inappropriately they will be asked to think of how they can redress their error in judgement.

Restorative Justice is a means by which we encourage the children to reflect on what has happened, who it may have affected and, as well as offering a sincere apology, how they could put things right. The process gives children time to calm down and think before a conversation about their actions takes place between all people involved in the situation; the adult supporting the conversation will follow a set of five questions:

1. What happened?
2. What were your thoughts at the time?
3. Who has been affected?
4. What needs to happen to put things right?
5. What are you going to do differently next time?

Sometimes we recognise children are not ready to talk or reflect on something that has happened. Children may need time or the answers modelled to them by an adult to help them take responsibility for their actions and their impact on others.

If necessary, parents are invited to be part of these conversations.

6. Logging behaviour

To enable us to look at behaviour patterns and support children to address anti-social behaviour, behaviour and consequences are logged. Tools such as ABC mapping (Antecedent, Behaviour and Consequence) in the form of a timetable of behaviours, anxiety mapping and Roots and Fruits are used to help understand the reason for a child's poor behaviour choices.

Our aim is to work with the child, seeing the behaviour as a way of communicating and support their concerns or upsets in a more pro-social way.

6. Parents

At St Botolph's we believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all our children. We all have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

Good communication between home and school are crucial to the success of this policy. Meeting parents outside school on the playground at the beginning and end of the day can be a quick and effective way to mention problems. For children whose parents are not able to collect their child from school, staff are encouraged to use a simple “note from the teacher”, e mail or a phone call. Other methods of communication could be a home/school diary for daily communications, a phone call from the Headteacher, an invitation to come into school to discuss any problems, either with the class teacher and/or with the Headteacher.

7. Support for Staff

It is recognised that working with children displaying challenging behaviour can be very stressful for staff and it is not always easy to ask for help.

Children presenting challenging behaviour is the collective responsibility of all the staff in the school, not just the teachers immediately concerned with a child.

On occasions it may be beneficial to hold a conference with all those people involved, to express concerns, show empathy, allows the child to speak, clarify expectations and rules and state expected behaviour. Also, discussions could take place about the level of support to be given and by whom. There will be a need for another meeting, to monitor progression and the next step forward.