



## *Positive Behaviour Policy, Statement of Principles & Exclusion Arrangements*

### Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

*“Love one another as I have loved you”*

Through a partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

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Delegated to:	Headteacher
Reviewer:	Kevin Oakley

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(Headteacher)

1.01.20  
(Date)

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## 1. Rationale:

Botwell House Catholic Primary School has a positive and inclusive Christian approach to managing behaviour. We believe in encouraging behaviour through a range of positive behaviour management strategies. We recognise that the behaviour is an outcome and that it is the underlying reason/want/need and the choices made that need to be amended in an emotionally literate manner. We focus on the **choices** that children make and educating them on what the correct choices are. We reward the right choices and have clear consequences for wrong choices. We believe that children have rights and responsibilities; they have the right to be safe, treated politely and to learn without disruption and they have the responsibility to care for themselves, others and their school. We recognise that many children who struggle to regulate their behaviour would benefit from a consistent approach across the school, especially as this policy implicates all members of staff regardless of their role.

## 2. Aims:

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour and teaching the children. We believe strongly in the importance of promoting and praising good behaviour. We aim to provide care and support for our children and enabling them to learn how to manage their behaviour appropriately, developing their appreciation of Care, Courtesy and Concern which is underpinned by our Lord's words "Love one another as I have loved you".

It is our aim that each child should develop moral values and a code of behaviour based around our virtues supporting each other to treat/love one another as they would like to be treated. We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within our school.

All staff are proactively involved in rewarding positive behaviours, and modifying undesirable behaviour to foster an environment that has consistency as a result of having a whole school approach. Staff will clearly communicate to the pupils that it is the behaviour that is unacceptable and continue to show respect to individuals.

The school's positive behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the positive behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and to develop into good citizens.

## 3. 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](#)
- [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 should publish their behaviour policy online

## 4. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious** misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - 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)

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, 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

Pupils. Parents and staff can report any issues relating to bullying to the child's class teacher initially. The class teacher liaises with their team leader or, in their absence, a senior member of staff. A full investigation will take place where accounts are taken from all parties involved in writing where possible, with further probing questions by a single investigating officer.

Where a pupil has been found to be bullying another, family involvement will be sought and consequences agreed with the family. A conflict resolution programme will be put in place to enable the pupil to become aware of the impact of their actions on others. Restorative justice work will be undertaken to help sculpt a more purposeful and positive relationship between the children involved.

There will always be follow up work with ongoing monitoring to ensure that further issues do not occur.

## 6. Roles and responsibilities

### 6.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board is responsible for holding the Headteacher to account for this policy's implementation and effectiveness.

### 6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy, enabling governors to view it for transparency and enabling them to give due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher approves this policy.

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.

### 6.3 Staff

Staff are responsible for:

Staff must behave professionally within and around school at all times, as this will have a positive effect on the children's actions. Staff are role models in every way, including how they talk to each other, even how they walk in the corridors. Staff must behave in a way that exemplifies the expectation for the children and the community. This implies that we should:

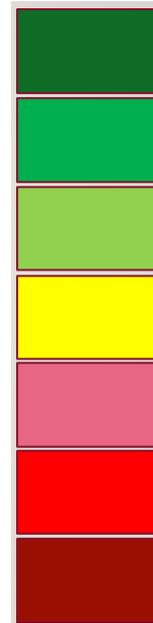
- ❑ Promote good behaviour with an emphasis on effort, and by using the consistent system of rewards and sanctions.
- ❑ To work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so keeping them as involved as possible is paramount. We will always try to listen to and to respond to concerns expressed by pupils, parents/carers and governors.
- ❑ Treat all parents/carers/visitors and each other with courtesy and respect, modelling polite optimistic behaviour within our school.
- ❑ Remain calm and controlled (dispassionate) when dealing with incidents and to focus on the unacceptable behaviour, not the child – to avoid labelling children.
- ❑ It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building.
- ❑ Treat each child fairly and enforce the classroom rules / school code of conduct consistently. The staff must treat all children with respect and understanding, failure to do so **will may (which one?)** result in disciplinary action.

## 7. Choices

Throughout the school all staff use the same language when talking about behaviour. All staff talk about making **right choices** and **wrong choices** to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes. We do not use the term naughty, bad or any other such language to label children.

Children making right choices, whereby they are following the rules, trying their hardest and living by the virtues get rewards. Children making wrong choices have a stepped approach to sanctions that are in place to motivate children and guide them to making better choices.

The diagram to the right is a visual tool in every class for choices made. Details of how this is followed can be found in Appendix 2. Children are essentially working at the yellow level then right choices move them up the green to rewards and wrong choices move them down the reds to a sanction. Whether making a notably right or wrong choice a child records this by having their (named) peg moved accordingly. Further details of rewards and sanctions utilised can be found below.



### 7.1 Right Choices - Rewards

Children will be taught that there are positive rewards for adhering to school rules and that there will be consequences for breaking them. Rewards of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

#### ***Children are praised and rewarded whenever possible in a variety of ways:***

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for following school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good effort and behaviour through: verbal praise, positive comments on work, celebration of efforts through display.

#### **Assemblies**

Every term the Key stages/phases comes together for a celebration assembly. We take time as a school to celebrate each other's success, these can be from home or within school. It is an important time for the children to come together and be proud of each other.

#### **House Points**

All staff award house points including T.As, SMSAs, the admin team, cleaners and the caretaker. House points are introduced at the end of the summer term for Reception children as part of their transition into year 1.

Generally, staff can give out between 1-3 HPs

Leadership team can give up to 5 HPs

The Headteacher can give up to 10HP for those really outstanding scenarios.

### **Star of the Week**

Every Friday afternoon 'Star of the Week' a certificate is awarded for attitude, behaviour or for specifically embodying the 'Virtue' of current focus. The child receives a certificate to take home.

### **Headteacher's Award**

A special head teacher's award can also be awarded for a particular achievement or act of character

## **7.2 Wrong Choices - Consequences**

Children know the consequences of wrong choices. All staff in the school follow the same steps system (Reception follows this from the summer term,) to ensure fairness and consistency, whilst further supporting transition between year groups.

The children are reminded of the consequences of wrong choices and they are displayed in each classroom. Wrong choices, following two warnings are recorded in a 'Wrong Choices' folder and the family is involved. See Appendix 3 for an example of how this is tracked for every child.

As soon as the child shows a positive choice in relation the specific wrong behaviour they must be moved back a step and praised. This is absolutely key.

Parents are asked to share the consequence that they will be putting in place at home so that the school can further support the child. To reiterate, as soon as a child amends their behaviour, demonstrating the right choices, they are de-escalated.

Suspension or even exclusion from school are the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive behaviour or a child swearing at or hitting a teacher.

Continual misbehaviour, recorded in the 'Wrong-Choices' folder is recorded up to the point of it being defined as 'serious'. At this point a Senior Leader is involved.

Severe one off behaviours are dealt with in the same way as a 'serious' matter, with a senior leader supporting the process. There is a form to be completed for the severe behaviours, see appendix 4.

The school will seek advice from the LBH Participation Team if they have concerns regarding a child's behaviour, and try and seek support and advice when a child is at risk of exclusion in order to avoid this eventuality.

The initial decision to exclude a child can only be taken by the Headteacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also informed of their right to appeal to the Governing Body. The Chair is informed. All this is done on standardised documentation.

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties/needs which may, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The Inclusion Manager and class teacher will do this during regular discussions.

The Inclusion Manager may decide to inform outside agencies such as the educational psychologist or CAMHS etc. A behaviour plan may also be used to monitor behaviour closely each term.

In some instances, calling a support meeting, which is attended by multi-professionals can offer positive and practical support and guidance for the pupil, parents and the school.

## 8. Behaviour Management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We have a clear approach to consequences and sanctions for wrong choices but the emphasis is on being proactive, knowing our children and so supporting them so that the step approach is not depended regularly.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Highlighting and promoting good behaviour
  - Concluding the lesson positively and starting the next afresh
  - Pre-empting when pupils are going to struggle; adapting to their needs through personalised support and positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.**

These items will not be returned to pupils.

We will also 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](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic 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 Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

## **9. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition days with their new teacher. In addition, staff members hold transition meetings.

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.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training is recorded on SIMs **MIS**.

## 11. Exclusion

As a fully inclusive Catholic primary school, the use of exclusion is very much a last resort. All efforts are made to find the reasoning/background behind behaviours and every avenue of professional support and advice is sought before this is an option. It is a formal action taken by the Headteacher when it is considered necessary for a child to not attend school for disciplinary reasons.

The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015) and the supplementary guidance issued in September 2017.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and Governing Boards must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Whenever a Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. Parents must receive the following information in writing:

- The reasons for the exclusion;
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the Governing Board to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

The Headteacher must, without delay, notify the Governing Board and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

The Governing Board has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The Governing Board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.



Exclusion\_from\_mai  
ntained\_schools\_\_ac

Refer to additional guidance embedded here:

## 12. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and shared with the Teaching and Learning committee 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 Teaching and Learning Committee every year.

## 13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Local offer

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent proactive example to pupils at all times befitting our faith and our journey as ethical leaders.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The positive behaviour policy is understood by pupils and staff
- The exclusions policy (included within the behaviour policy) explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching and Learning Committee every year.



### Appendix 3: 'wrong choices' folder - Consequence tracking form

Name: \_\_\_\_\_ (Consequence step tracking)

Start date: \_\_/\_\_/\_\_\_\_

Date:	Step (circle)	Behaviour (tick)					Comment	Staff initials
		Chat	Rude	Physical	Non-compliance	Playground		
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							
/ /	1 2 3 4 SD							

### Appendix 4: 'wrong choices' folder – Severe Disruption form

See embedded below:



Severe Disrupt