



# Behaviour Policy

- Effective: September 2023
  - Review: September 2024
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## Policy Statement

Bosley St. Mary's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are inspired by the words in Philippians 4:13, "I can do all things through Him who strengthens me." Our Christian values create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

## Christian Values

The ethos of our school is portrayed through our Christian Values, which are displayed in every classroom and in other areas around the school. These values are regularly referred to:

**BEARS - Believe, Encourage, Achieve, Relate, Serve**

## Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## Three is the magic number



### How will staff behave?

1. Be a role model
2. Professional
3. Consistent

### Three rules

1. Ready
2. Respectful
3. Safe

### Three Classes

1. Blossom
2. Willow
3. Oak

### Ways to recognise when a pupil goes over and above

1. Verbal praise
2. Message home
3. Celebration assembly

### Support beyond the classroom

1. Calm spaces
2. Time with SLT
3. SEN provision map

### Alternatives to exclusion

1. Restorative Practice
2. Regular communication with parents
3. External support

## Consistency

The foundation of our approach to behaviour management is consistency. In practice, this means:

- **Consistent language;** consistent response: Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring ‘certainty’ at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules /agreements /expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent respect from the adults:** Even in the face of disrespectful pupils!
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside pupils
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of pupils rather than marketing slogans

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals, they respect adults and accept their authority.

## Behaviour Roles

### All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with pupils.
8. Never ignore or walk past pupils who are behaving badly.

### Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

1. Meet and greet pupils at the beginning of the day
2. Be a visible presence in the Department to encourage appropriate conduct
3. Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations
4. Regularly celebrate staff and pupils whose efforts go above and beyond expectations
5. Encourage use of Positive Notes and Positive Phone Calls
6. Ensure staff training needs are identified and targeted
7. Use behaviour data to target and assess interventions
8. Make sure that the 'buck stops here'

### Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet pupils at the beginning of the day
2. Be a visible presence around the site and especially at transitions

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Philippians 4:13

Page 4

3. Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing pupils with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess college wide behaviour policy and practice
7. Regularly review provision for pupils who fall beyond the range of written policies
8. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
9. Take time to welcome pupils at the start of the day.

## Recognition for Reward and Effort

We recognise and reward pupils who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those pupils are hardest to reach.

### In the classroom

1. Recognition Wall
2. Proud Post/Praise postcards
3. Reward Jar

### Whole School

1. Celebration Assembly
2. Sharing achievements from out of school
3. Headteachers’ certificate

## Managing Behaviour

### In the Classroom / Teaching Spaces

Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All pupils must be given ‘take up time’ in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

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Philippians 4:13

Page 5

## School Level Support

Steps	Actions
Connection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Consequence	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
Restore	A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
Formal Meeting	A meeting with the teacher, pupil and Headteacher, recorded on the child's pupil cohort file and in MyConcern with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.

## Staff development and support

All staff, no matter how experienced or inexperienced, need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution. Support for staff is available from:

- ECT Mentors
- Senior Leadership Team
- Professional services e.g. CEAT, Educational Psychology Service, CAMHS
- Therapeutic support e.g. Cheshire Play Therapy, Visyon
- Courses & Staff Meetings

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Page 6

## Liaison with parents and support agencies

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed. Additional support for parents/carers may include:

- Senior leader team
- Healthy Young Minds
- School nurse
- Early help assessment
- Family support worker
- Local authority parenting courses
- Courses via local specialist services (e.g. Ruby's Fund, Space4Autism, Visyon)

## Preventing bullying

Bullying of any form is not tolerated at Bosley St. Mary's CE Primary School. Our clear Christian Values, restorative approach, systematic rewards and sanctions all contribute to the prevention of bullying. Within the PSHE curriculum and planned assemblies all children are taught about self-discipline, respect and how to identify and tackle bullying. Please see our anti-bullying policy for further details.

## Recording behaviour incidents

- We use MyConcern to record incidents of unwanted behaviour.
- All staff are trained in how to use and report unwanted behaviour.

These records are reviewed by the senior leadership team to analyse any patterns of behaviour either within a class or for an individual child. This is reported to governors.

## Safeguarding

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the

case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

## Supporting children with behavioural difficulties

Some children will require additional support to regulate their behaviour. Teachers should alert the SENDCo if children are not responding to the whole school approach. For some children we will seek support from outside agencies and a supportive plan will be created. Some expectations will need to be differentiated for some children, and consideration should be given to the following:

- How long should you expect a child who is hypervigilant to sit still during carpet time or assembly?
- What might be realistic expectations (in terms of approach to a task) for a child who is terrified of failure?
- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that children aren't set up to fail.

Similarly, some consequences will also need to be differentiated for some children. Some children perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

### Additional principles for supporting children with behavioural difficulties

- Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful if a child does not have the capacity at the moment to self-regulate.

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Page 8



- Don't expect immediate results or returns. A child might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.
- Recognise that what you feel is a likely indication of how the child feels. If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the child is feeling inside and what they are projecting out.
- Expect sabotage from some children and name it. Keep in mind, Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"
- Parental engagement and involvement is absolutely crucial

## Organisation and facilities

Bosley St. Mary's have developed a variety of resources and learning spaces which may be used as part of a pupil's individual timetable or positive behaviour management plan. There will have been prior agreement and a rationale for the use of these resources/areas.

The school will identify a 'Safe Space' for an individual, which has the purpose of providing a safe area of retreat for pupils. The 'Safe Space' may be used by a pupil as a quieter space where they have an opportunity to calm themselves. The need for this may be identified by the pupil (and requested through their preferred method of communication) or may be recognised by a member of staff. Staff should ensure they follow the guidance provided for the correct and appropriate use of the 'Safe Space'.

## Managing pupil transition

At Bosley St. Mary's, we understand that some of our pupils find the transition between classes within the school and between schools difficult. To this end, we aim to ensure that all pupils can visit the school, their teacher(s) and classroom prior to starting at Bosley St. Mary's. We also have a well-established programme of transition for our Reception intake and our Year 6 pupils with their intended secondary school.

## Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

## Team Teach

Team Teach is the recognised method of positive handling in Cheshire East. We aim for all our staff to be Team Teach trained. Team Teach training advocates the use of prevention and “de-escalating” behaviours before the use of physical interventions. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side- effect” of ensuring that the service user remains safe.

Any use of force will be reported to the headteacher and subsequently to the LA through the Head teacher’s report to Governors. Incidents of Team Teach are recorded on our safeguarding application, MyConcern.

## Confiscation of inappropriate items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances.
- The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## Behaviour incidents that occur outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, senior leaders will work with children and families to address the behaviour. The school may issue a consequence as a result of if the unwanted behaviour outside school is when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing of school uniform at the time or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Malicious accusations against school staff

DfE guidelines require schools to set out the action taken against pupils who are found to have made malicious accusations against school staff. We will aim to use a restorative approach to resolve the situation in addition to seeking support, where appropriate, from:

- LA School Support
- Human Resources
- Safeguarding team
- Behaviour support

## Exclusion

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher. Where exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- the severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- significant damage to property;
- specific background factors, frequency etc. (referring to any appropriate records)

The Headteacher can exclude a child for:

- a fixed period exclusion of 5 school days or fewer in one term
- a fixed period exclusion of more than 5 and up to and including 15 school days in total in one term
- the Headteacher will arrange education for the child at a neighbouring school from the 6th day if necessary
- a fixed period exclusion of more than 15 school days in total in one term
- a permanent exclusion Governors have an appeal panel that will consider any exclusion matter.

## Appendix A: Practical steps in managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

### The reminder

A reminder of the expectations for pupils **Ready, Respectful, Safe** delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

### The caution

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged.

#### 30 second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the pupil; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and spend our energy returning pupils to their learning.*

### The consequence

- The pupil is asked to speak to the teacher away from others
- Boundaries are reset

- Pupil is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Pupil is given a final opportunity to re-engage with the learning / follow instructions

Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a pupil refuses to go take a time out then the pupil will be asked to leave the room. If appropriate, a member of the SLT will escort the pupil to a workspace outside the teaching room.

**Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

## Restore

### Restore

Reparation meetings at Bosley St. Mary's are a core part of repairing damage to trust between staff and pupils. Our Reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Leaders will support when requested

Pupil's may have their behaviour monitored by teachers to show progress towards agreed targets. At Bosley St. Mary's we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other pupils or give fame to those who choose not to meet our high standards of behaviour.

## Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The pupil will be allocated a key person who will:

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Philippians 4:13

Page 14

- Support and if necessary facilitate the Reparation Meeting between the member of staff and pupil.
- Develop an appropriate action plan with the pupil
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves

If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Headteacher. Pupils must be given a second chance to achieve the targets agreed on the action plan after the verbal warning. All of these matters will be confirmed in writing and recorded in the child's pupil cohort file on MyConcern.

### Restorative conference

- A restorative conference that takes a 360 degree view of the pupil will be convened. This meeting will include the teacher, pupil, pupil advocate (if requested), parent/guardian, governor representative (for schools) and a member of the senior team. The meeting will address the pupil's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Pupils may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the pupil does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the pupil's behaviour
- If the pupil refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

## Appendix B: Examples of ‘natural consequences’ and possible resolutions

Value	Unwanted behaviour	Consequence / resolution
Believe	<ul style="list-style-type: none"> <li>Not owning up</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Write a sorry letter/card</li> </ul>
	<ul style="list-style-type: none"> <li>Telling a lie</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Write a sorry letter/card</li> </ul>
Encourage	<ul style="list-style-type: none"> <li>Leaving people out</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> </ul>
Achieve	<ul style="list-style-type: none"> <li>Not working hard</li> </ul>	<ul style="list-style-type: none"> <li>Complete/practise the task in own time</li> </ul>
	<ul style="list-style-type: none"> <li>Laughing at someone else’s achievement</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Write a sorry letter/card</li> </ul>
Relate	<ul style="list-style-type: none"> <li>Name calling</li> <li>Saying unkind things</li> <li>Being rude to peers/adults</li> <li>Answering back to adults</li> <li>Swearing</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Write a sorry letter/card</li> <li>Find a space away from others</li> </ul>
	<ul style="list-style-type: none"> <li>Running in the corridor</li> </ul>	<ul style="list-style-type: none"> <li>Go back and walk</li> </ul>
	<ul style="list-style-type: none"> <li>Physically hurting others (Staff)</li> </ul>	<ul style="list-style-type: none"> <li>Child removed</li> <li>Time out</li> <li>Restorative conversation</li> <li>HT inform parents</li> </ul>
	<ul style="list-style-type: none"> <li>Not being where you are supposed to be</li> </ul>	<ul style="list-style-type: none"> <li>Making up the time</li> </ul>
Serve	<ul style="list-style-type: none"> <li>Interrupting/calling out</li> <li>Talking under the speaker</li> <li>Poor collaboration/teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Find a space away from others</li> </ul>
	<ul style="list-style-type: none"> <li>Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Complete/practise the task in own times</li> </ul>
	<ul style="list-style-type: none"> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Picking up litter</li> </ul>
	<ul style="list-style-type: none"> <li>Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>Repairing the damaged property</li> </ul>
	<ul style="list-style-type: none"> <li>Misuse of equipment/resources</li> </ul>	<ul style="list-style-type: none"> <li>Tidying/repairing resources</li> </ul>
	<ul style="list-style-type: none"> <li>Unwanted behaviour in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Write a sorry letter/card</li> <li>Tidying/repairing resources</li> </ul>