

BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'Do everything in love' 1 Corinthians 16:14

Together Everyone Achieves More

Date Agreed: December 2025
Date to be Reviewed: December 2026

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Behaviour Management Policy

This policy must be read and implemented in conjunction with the following whole school policies:

Anti-Bullying Policy

Online-Safety Policy

Safeguarding and Child Protection Policy

School vision

Equality Policy

Exclusion Policy

School values

Inclusion Policy

Positive Handling and Restraint

SEND Policy

Introduction

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to maintain and better our welcoming, calm, supportive and safe learning environment in which every person is valued.

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

This Behaviour Policy has been produced to reflect the school's Christian values of **Service, Hope, Friendship Forgiveness, Love and Respect**. It sets out the expectations of behaviour at Butterwick Church of England Primary School. The Governors, staff and pupils seek to maintain an environment that encourages and reinforces good behaviour and positive attitudes.

'Let us not love with words or speech but with actions and in truth' (1 John 3:18)

We believe in positive behaviour management based on the good relationships fostered within our caring Christian school community. We utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

Aims

- To have a **consistent approach** to behaviour throughout the school that encourages a calm, purposeful and happy atmosphere in our school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour
- To ensure safety by making the boundaries of acceptable behaviour clear and by encouraging and reinforcing good behavior.

School Rules

We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, shared respect, shared values and following school rules. We recognise the right of everyone to; feel safe, be listened to, feel good about themselves and learn and achieve

These Rights imply obligations and responsibilities for all individuals

We are all **STARS**



Show kindness to all



Tell the truth, always be honest



Aim high, always try your best



Respect others, our environment and ourselves



Stay safe, make safe choices

Rewards and Sanctions Overview:

We aim to create a healthy balance between rewards and sanctions. The emphasis is on **REWARD** and **PRAISE**, which should be given whenever possible for both good work and behaviours.

Rewards

All members of staff will recognise and celebrate where children are following our school rules and for showing our school Christian values of **Service, Hope, Friendship Forgiveness, Love and Respect** through their actions in class, around school and in the wider community.

From Year 1 **Blue spots** will be given for good work and for trying their best in their learning and **yellow spots** will be given for showing behaviours that link to our school values. This can be in class, elsewhere around the school or in our wider community outside of school.

Each child will be given an individual reward chart to collect their spots throughout the year. For every multiple of twenty, children will be given a housepoint. When they have achieved one hundred spots of a particular colour they will be awarded a large certificate in celebration assembly.

In EYFS children have an individual sticker chart rather than the spot system. They collect 50 stickers followed by multiples of 50 for a whole school celebration certificate.

Other rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other members of staff/ parents/carers
- Special responsibility jobs
- Special privileges (e.g. free time, representing the school at sport, music etc)
- Class wide rewards
- Individual points e.g. blue/yellow spots, reward charts

Children are also rewarded publicly during a weekly 'Celebration Assembly' by:

- Headteacher stickers for good work or behaviour
- Superstar of the week certificate
- In Celebration assembly, we celebrate children demonstrating our school values of: **Service, Hope, Friendship Forgiveness, Love and Respect.**

Superstars then attend a tea party with the Headteacher, in her office, to celebrate their achievement.

Whenever appropriate, children's best efforts will be celebrated through display in school and via our school apps (Parenthub and Facebook).

Sanctions

We believe that teaching children the behaviours we want to see, praising and rewarding children for showing the behaviours we want to see are central to the encouragement of good behaviour. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, e.g. talking with the child, verbal warnings. However, there is also a need for further sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community e.g. loss of break times, loss of privileges

A '**Yellow card**' system is an integral part of the school's approach for dealing with behavioural incidents in school. A yellow card is issued only when an incident has been witnessed by a member of staff (or in exceptional circumstances where pupil witnesses are so numerous that it is difficult to ignore). It covers a wide range of incidents with the main ones represented as follows (See also appendix 1):

- Behaviour that disrupts the education of others in class.

- Behaviour that distracts a teacher from his/her teaching duties.
- Behaviour in the playground that prevents others from playing safely.
- Disobedience of staff instructions.
- Disobedience of basic school rules.
- Untrustworthy behaviour around school when not directly supervised (when changing a library book, or going to the toilet etc.)
- Bad language.

When a yellow card is issued, the pupil concerned misses one of their playtimes and remains indoors to fill in a brief report about the incident. (The completion of a written report only applies to KS2 children). If a child is given a yellow card they must report to a senior member of staff or Learning Mentor to discuss their behaviour.

If three yellow cards are issued within five school days for a particular pupil (or seven yellow cards within a half term), then a letter is sent home to parents inviting them to discuss the incidents with the class teacher. This allows the teacher to talk through with the parent ways of addressing the issues and preventing further behavioural problems.

The member of staff who dealt with it records all yellow card incidents on Myconcern (support from Senior Leadership Team (SLT) is available, if needed). The data is then analysed on a termly basis by a member of the SLT.

Teachers also use a classroom- based sanction to provide children with warnings before getting to the point of a 'yellow' card being issued, e.g. 1, 2, 3 in EYFS/ KS1.

Yellow Card – No Warnings

There are several types of incidents where a child will not be warned first before a yellow card is issued. These “serious” incidents have been discussed with all the pupils during assembly and should be widely known to all children. They are as follows: (See also appendix 1):

- Aggressive and threatening behaviour – violent acts towards others – unnecessarily forceful retaliation
- Bad language overheard by an adult
- Rude or argumentative behaviour towards staff
- Climbing over fences, up trees, on benches and any other form of dangerous activity
- Deliberately damaging school property
- Leaving the school premises during the working day without permission
- Deliberately removing or stealing anyone else’s property
- Refusal to obey a clear instruction given by any member of staff

Red Card

There may be situations of serious misbehaviour when the normal behaviour strategies need to be bypassed. In these circumstances the situation will be dealt with immediately by the Headteacher or Senior member of staff in charge. In serious cases an internal exclusion, or a fixed term or permanent exclusion will be considered. The support of the Lincolnshire Ladder of Behaviour Intervention may also be used from this point onwards.

A red card is issued where the Headteacher (or the Deputy in her absence) makes a decision to exclude a pupil for a fixed period of time. This decision could be made based on persistent problems with no indication of improving standards or a single “very serious” incident.

Children who are constantly being given “warnings” may need a Pastoral Support Plan to address a particular behavioural problem. Teachers are asked to seek advice and support from the Head Teacher, Deputy Head Teacher or SENDCo should this happen.

Initial intervention following behavioural incidents

We adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible.

It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Where needed we will use The Lincolnshire Ladder of Behaviour Intervention. There may be a need for Learning Mentor involvement and for further support through a Pastoral Support Plan and Early Help Assessment. This will provide additional professional help from outside the school environment. We have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanction.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place.

Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents mostly occur off the school premises. Staff teach children that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis. Staff are aware that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Staff are aware of the importance of challenging all inappropriate language and behaviour between pupils and where necessary we will refer to the 'Respectful School Communities toolkit' for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and staff will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we will retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Positive Handling

Section 93 of the Education and Inspections Act 2006 stipulates that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils,

whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures.

Butterwick Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with DfES advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

For further information please refer to the Positive Handling and Restraints Policy.

Suggested Strategies for Resolving Conflict

Under adult supervision the children are encouraged to understand each other's feelings, and to make peace and move on.

1. Let others listen with no interruptions.
2. Encourage to maintain eye-contact.
3. Stress the importance of telling the truth.

Each child has a turn to say

1. What the other(s) has/have done to upset them.
2. How they feel about it.
3. How they would like them to behave in future.

Closing Statement

The staff of this school make every effort to ensure all children are engaged in meaningful tasks which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and staff work hard to develop a sense of belonging. The importance of self-esteem is never underestimated.

Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.

Training Needs

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring the Policy

The senior leadership of the school analyse data of all components of the behaviour culture with an objective lens: at school level, group level and individual pupil level. We aim to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.



<p>MINOR-class based <i>"I can handle this."</i></p>	<p>Challenging REPEATED MINOR AND MAJOR <i>"Discuss with colleagues, SLT, Learning mentor for support"</i></p>		<p>Extreme CRISES <i>"I must get support from Head/Deputy Head"</i></p>
<ul style="list-style-type: none"> ● Ruining someone's work ● Play fighting ● Arguing ● Taking things that do not belong to them. ● Distracting others ● Not participating ● Back chatting ● Not sharing ● Excluding others ● Unwanted touching (<i>poking, prodding, leaning into etc</i>). ● Inappropriate language ● Pushing and shoving ● Pushing in line ● Spitting ● Calling out ● Misusing equipment ● Misusing property ● Shouting out ● Lying ● Non-compliance (<i>not doing as asked in learning or the first time</i>) 	<ul style="list-style-type: none"> ● Continuous repetition of behaviours in column one over a sustained period of time ● Bullying (deliberate, repeated, harmful) ● Biting ● Throwing objects ● Acting aggressively ● intimidating others ● Damaging property ● Verbal put downs ● Threatening violence 	<ul style="list-style-type: none"> ● Running away ● Tantrums ● Discriminating behaviour ● Physical fights Defiance (<i>not following direct safety and behaviour instructions</i>) ● Intent to hurt others ● Leaving the classroom 	<ul style="list-style-type: none"> ● Defiance that places the immediate health and safety of others or self at risk ● Threatening a teacher ● Assault (staff or pupils) ● Sexualised behaviour ● Theft ● Bringing a dangerous object to school <p>Unlikely, but to be aware of:</p> <ul style="list-style-type: none"> ● Bringing a weapon to school ● Breaking the law ● Smoking/alcohol/drugs ● Leaving school grounds

Possible Strategies	Toolbox of Strategies	Toolbox of Strategies
<ul style="list-style-type: none"> ✓ Develop your own class rules, rewards and consequences ✓ Teach the behaviours you want to see and praise them ✓ Be consistent in applying the above points throughout the year; keep revisiting and reminding ✓ Redirect/ask not tell. ✓ Use non-verbal cues, gestures, facial expression ✓ Explicit instruction. ✓ Ignore/Attend/Praise. ✓ Reflect on the lesson/task. ✓ Provide choice. ✓ Phone call home if behaviour is recurring. ✓ Seek support and ideas from colleagues and leaders. ✓ Whole school sanctions (yellow card) 	<ul style="list-style-type: none"> ✓ All of those in the left column as well as: ✓ Collaborative conversations with colleagues ✓ Discuss with SLT/mentor ✓ Review of the child's needs ✓ Analysis of the "why" the behaviour is occurring. ✓ Restorative conversations. ✓ Phone call home as well as a possible meeting. ✓ Use of external support e.g. PSP, BOSS, WTT, possible paediatric referral ✓ SENCO register support and action plan collaboratively developed. ✓ Use of yellow cards and in extreme cases, red cards 	<p>Use of strategies in column 2 and:</p> <ul style="list-style-type: none"> ✓ Leadership team to follow the policies in place for behaviour management. ✓ Immediate safety of the adults and the children are priority. ✓ Use the Lincolnshire Behaviour Ladder ✓ Parent meeting and an action plan put in place. ✓ Referral completed for support if required. ✓ Individual risk assessment to be completed

NB: these categories are a guide only, they're not definitive, the context of which they occurred must be considered.

Appendix 2 GUIDING QUESTIONS FOR CLASSROOM TEACHERS

The questions below will help to guide your thinking/discussions as you work to identify students in need of support and develop strategies for encouraging more positive patterns of behaviour.

<p>How do we identify possible reasons for pupil's behaviour?</p> <ul style="list-style-type: none"> • Is the student seeking adult attention? • Does the student want peer attention? • Does the problem behaviour help the student get a particular item or activity? • Does it allow them to avoid a task? • Does it enable them to avoid adult or peer attention? • Is the student trying to gain power or control? 	<p>What can I as the teacher do to prevent the problem behaviour?</p> <ul style="list-style-type: none"> • Have I established routines to encourage the desired behaviour (eg how to ask for help and how to work with partners?) • What question(s) can I ask a student to remind them of the expected behaviour? • Could my classroom supervision be more active? • Do I need to check in with the student more often? • Would the student be more engaged if they had more opportunities to respond, or more choices? • Do I ensure that tasks are manageable and achievable for the student and as motivating as possible to prevent the need to avoid them? • Do I provide attention to the student at other times to prevent the need for the student to seek my attention in inappropriate ways? • Do I give the student short, succinct instructions and redirections, avoiding debate, argument, excessive negative attention, and distraction from teaching and learning? • What are the student's strengths? How can I build on these? • Do I acknowledge the student when the problem behaviour does <i>not</i> occur? • Do I recognise other students who are displaying expected behaviours?
<p>What skills should I be teaching?</p> <ul style="list-style-type: none"> • Routines and expected behaviours • Teach what good behaviours look like • Teach and reward the behaviours we want to see • I need to actively reteach them. • I need to be consistent in my approach throughout the year • Try to ensure pupils have the skills needed to complete the task. If not, what targeted support should be provided? 	<p>How can I recognise the student for displaying the desired behaviour?</p> <ul style="list-style-type: none"> • How could I provide extra attention? • How could I encourage peer attention in an appropriate way? • How could I provide access to activities or objects preferred by the student? • How could I provide the student with a feeling of control? <p>What kinds of acknowledgements/rewards motivate the student?</p>

Values and curriculum drivers	School	Classroom and shared spaces	Break/lunch times	Wet break times	Collective worship	School bus, school trips	Cloakrooms and toilets
<p>Respect</p> <p><i>I will show this when I:</i></p>	<ul style="list-style-type: none"> listen work to the best of my ability speak politely follow instructions use manners take care of myself, others and property celebrate diversity use equipment for the correct purpose 	<ul style="list-style-type: none"> use my learning equipment in the right way speak and move quietly am ready to learn support the learning needs of others 	<ul style="list-style-type: none"> eat my own lunch line up properly when getting my lunch put rubbish in the bin. am responsible for any property I use play fairly and follow the rules Go straight to class when the whistle blows lose and win gracefully 	<ul style="list-style-type: none"> follow classroom wet day routines choose quiet activities don't run around the room 	<ul style="list-style-type: none"> applause at the right time walk in silence into and out of the hall show good speaking and listening skills 	<ul style="list-style-type: none"> stay seated on the bus take my rubbish home follow the safety rules stay with my group or class Listen, when adults are talking 	<ul style="list-style-type: none"> keep my belongings together only touch those items that belong to you give others privacy one person at a time in a cubicle use the toilets sensibly wait my turn
<p>Hope and Possibilities</p> <p><i>I will show this when I:</i></p>	<ul style="list-style-type: none"> ask for help when needed try my best know it is ok to make a mistake keep trying take responsibility for myself make the most of the wider opportunities that school provide e.g. extra-curricular clubs ensure my attendance is good complete home learning to the best of my ability 	<ul style="list-style-type: none"> use the tools around me to help can find out what my next learning steps are can work and share with my peers Share your own views and experiences as well as listening to those of others Be an active learner who engages in lessons 	<ul style="list-style-type: none"> encourage my friends to do the right thing ask to be included seek help from an adult 	<ul style="list-style-type: none"> when the break ends I get on with my learning pack the class up at the end of break promptly 	<ul style="list-style-type: none"> am a full participant volunteer to participate in formal collective worship 	<ul style="list-style-type: none"> try new things participate fully engage with the learning 	<ul style="list-style-type: none"> tell a teacher if anything is wrong
<p>Friendship, Love, Forgiveness and Service</p> <p><i>I will show this when I:</i></p>	<ul style="list-style-type: none"> share help include others encourage me and others show empathy to each other am patient care help fundraise to support other worthwhile causes/charities 	<ul style="list-style-type: none"> help others with their learning, when appropriate make all people feel welcome when they come to our school 	<ul style="list-style-type: none"> invite others to join in with me take responsibility for my actions play fairly take turns apologise when i have a made a wrong choice accept an apology and move on offer assistance if you see someone who is hurt or upset don't get involved with incidents that do not involve you 	<ul style="list-style-type: none"> show consideration to others 	<ul style="list-style-type: none"> celebrate and congratulate the awards and performances appropriately am a full participant in reflection time 	<ul style="list-style-type: none"> include others in my group thank people that help me on the trip 	<ul style="list-style-type: none"> leave them tidy when I have finished

