

Chevening (St Botolph's) CE Primary School



Behaviour Policy

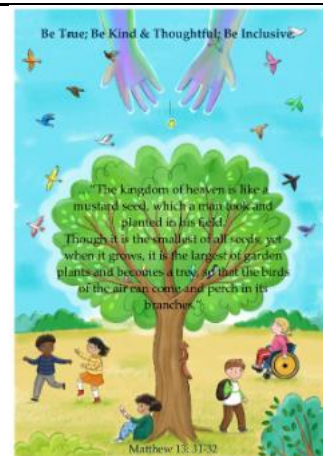
Rooted in the parable of the Mustard Seed

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all.



Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the school's understanding that:

Children learn developmentally; The classroom is a safe base for every child; Nurture is important to the development of well-being; Language is a vital means of communication; All behaviour is communication; Transition marks important stages in a child's life;

This policy was reviewed: January 2026

Governor Approval: 29 January 2026

Review Date: Autumn 2027

Introduction

This document is a statement of the aims, principles and strategies for Chevening (St. Botolph's) C.E. Primary School. DfE (Department for Education) guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND policy, anti-bullying policy, **exclusion policy, use of force & physical restraint policy**, child protection policy and the statement on teaching and learning to establish the general ethos of the school. This policy complies with Section 89 of the Education and Inspections Act 2006.

Rationale

Be True, Be Kind & thoughtful, Be Inclusive

The rationale for this document is based on the Christian teachings of the parable of the mustard seed. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents understand and support the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school for children and staff
- To promote good citizenship
- To promote self-discipline
- To prevent bullying.

DfE definition of bullying

- It is deliberately hurtful behaviour
- It is repeated often over a period time
- It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks
- indirect: spreading unpleasant stories or excluding someone from social groups.
(Cyber and mobile phone bullying can be verbal and/or indirect bullying)

Our Anti-Bullying Policy details our approaches for responding to both victims of bullying and perpetrators.

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team-work and the school welcomes and encourages the involvement of the LEA (Local Education Authority), governors, parents and carers and others in the community.

Responsibilities

Behaviour is everyone's responsibility:

Reporting and following up concerns, during the school day is the responsibility of teaching and non-teaching staff.

Governors monitor patterns of behaviour across the school

Parents are responsible for reporting concerns to the appropriate member of staff and for supporting the school with responses to incidents involving their own children

Pupils are responsible for managing their own behaviour appropriately

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a positive, calm, safe environment in which all are fully aware of behavioural expectations
- School leaders support all staff consistently and visibly to manage children's behaviour through the application of the behaviour policy
- treating all children and adults as individuals and with respect through both actions and language
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Promoting well-being through encouragement, praise and the positive reinforcement of good relationships, behaviours and work
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these promptly, predictably and with confidence
- alerting the headteacher to any concerns surrounding cyber bullying which occur outside of school
- contacting the school directly, rather than using social media, where there is concern regarding events at school
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other
- Support is provided, through general and targeted interventions, to improve pupil behaviour making adjustments for children with specific needs as appropriate

- Staff are all aware of the KCSIE requirements to provide a safe environment in which children can learn
- Playground leaders and sports captains encourage the children to work together by providing games and equipment and emphasising that language is a vital method of communication
- Y6 leadership team (head boy and girl and deputies, house captains) are chosen to provide good role models for young children.

Individual Classrooms

The basic premise for classroom behaviour is that all children should be, and feel, safe and all children have the right to learn and reach their full potential in an environment where disruptions are minimal. Within the school environment it is impossible to eradicate all undesirable behaviours all the time, but when these occur, adherence to this policy will ensure that they are well managed and provide minimal disruption to others.

Some class teachers may devise their own rule or rules for their classroom environment in addition to the school rules. (Appendix A). These rules will be discussed with the children to ensure understanding and ownership and will be prominently displayed as a reminder of expectations.

There are rules for behaviour in the lunch hall, which are shared with the children and displayed on the hall wall. (Appendix B)

Specific Areas

There are rules for areas of the school such as the field. These rules are shared with the children before the field is used and are displayed along the fence on the field. (Appendix C)

The Behaviour Map

At Chevening (St. Botolph's) CE Primary School, behaviours are managed through the use of our behaviour map, which works like a path with steps forwards or backwards. Every child begins each day on **green** which reflects the new day and the expectation of good behaviour within it. Whilst there are sanctions, the expectation is that all children will be striving to go up the behaviour system reflecting their good choices, hard work and kindness to others.

Rewards

Each class teacher has an individual system of different levels above green for their own class and children are encouraged to aim high and finish each day as far up as possible. It is important that children understand that good behaviour is part of what they do – 'doing the right things because it is the right thing to do', not because of some extrinsic reward. Children enjoy seeing their behaviours reflected in movement up the behaviour map and this in itself is a powerful motivator. Nonetheless, at times other rewards are useful and enjoyable and

when used judiciously can be a powerful tool for encouraging appropriate behaviour. In EYFS, this is adapted to make it appropriate to the age and abilities of the children.

Additional rewards include:

- Verbal – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child.
- Housepoints – between 1 and 5 housepoints can be awarded by any adult for a positive behaviour (such as good manners, kindness, effort, enthusiasm, etc). These are collected and totalled each week, building towards a termly house competition.
- Merits – These are awarded for significant achievements, such as an outstanding piece of work, an act of significant kindness or great effort and perseverance on a difficult task. They are recorded on an individual merit card and certificates are given when a child achieves 10 (**bronze**), 25 (**silver**), 50 (**gold**) and 100 (platinum). Merit points will also earn the child's house 5 housepoints.
- Telling Parents – Teachers share good news about children's work with their parents
- Stickers – These are particularly appropriate for the younger children.
- Good work is also rewarded in our Friday celebration Act of Worship, where certificates are awarded to children
- Values certificates: Christian value certificates and stickers are awarded to children and these encourage them to always be mindful of our school Christian values of Love, forgiveness, honesty, compassion, courage, perseverance, respect and faith.
- School Vision (Be true/ be kind & thoughtful/ be inclusive) stickers are awarded by support staff to adults and children who are seen to be demonstrating one of our school values in action or word around the school.

Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely"
DfE.

Should children not conform to the agreed rules, the following sanctions will be applied in order. Once a child reaches 'yellow' they can no longer return to blue/green within the same day. In the case of **extreme** behaviour, for example, that which deliberately hurts another person, a child may move straight to orange or red, depending on the incident. Following an orange or red incident, children in KS1 will have a conversation with an adult to reflect on their behaviour and children in KS2 complete a behaviour reflection sheet independently (where appropriate). (see below)

Following a behaviour incident, it is important that **good behaviours** are recognised and rewarded if possible.

Chevening (St Botolph's) Behaviour Map



<p><u>Good to go!</u> All Children start the day on green. Green means that you are making good choices.</p>	<p><u>Warning</u> A reminder: a change to your behaviour is needed—make a better choice and you can return to green.</p>	<p><u>Lose 5 minutes playtime</u> You still have not made a good choice. You need to reflect on what to do differently. You will <u>stay on yellow</u> for the rest of the day – don't go any further</p>	<p><u>Lose 15 mins play, complete a reflection sheet in another class</u> You have continued not to make good choices Any deliberate physical behaviour towards others is an orange behaviour</p>	<p><u>See Miss Minnis</u> You have made very poor choices. Your parents will be informed. Various sanctions may be applied *</p>
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*Sanctions may include:

- Missing more than one playtime
- Removal from class (spending the whole morning or afternoon working away from other children)
- Completing behaviour reflection work, including mediation & forward planning
- Setting up a personalised behaviour support/ plan

Exclusion

Exclusion – either for a fixed term or permanently - is only used in circumstances where the behaviour has been exceptional and other strategies are required to support the child. Parents will be notified of the reason for the exclusion. Full details of the procedures for exclusion are found in the school's Exclusion Policy.

Additional Needs and Behaviour

All schools support children with challenging behaviour. Behaviour is a communication which sends a powerful message about an individual's well-being. In most cases, 'negative' behaviour is a communication of 'I am growing up and testing where the limits are' or 'I am caught up in the moment of having fun, without thinking through my responsibilities or the consequences of my actions'. These are a normal part of growing up and the behaviour system is designed to address these and teach the right behaviours in a supportive and motivational way.

Occasionally, children suffer circumstances or experience a special educational need, which makes it more difficult for them to comply with normal school expectations. In these circumstances the behaviours may be communicating emotional or mental health issues, a deep-seated mistrust or anxieties, a lack of self-esteem, extreme frustration, a lack of social understanding or difficulty with social communication, or a medical difficulty in managing attention and impulsivity.

Within the Christian environment and ethos of Chevening (St. Botolph's) Primary School, we recognise that **all** children are God's children and are precious-

Whilst children's difficulties with managing their own behaviour are recognised, it is important that this does not result in any significant loss of learning for other children. A behaviour plan will highlight de-escalation techniques, positive reinforcement and strategies to be used. Plans will be available to the child, their parents/carers, school staff and with parental agreement, other professionals involved.

Managing Behaviour

We manage children's behaviour with a variety of strategies. These include:

1. Use of a calm voice – the use of a raised voice will often aggravate an already upset child and may lead to further poor behaviour choices. Our aim is to be **curious not furious** when dealing with behaviour incidents.
2. Clear, simple instructions – long instructions are often not accessible to children who are angry and upset.
3. Consistent clear language with clear outcomes and timescale – Structuring the situation can make it more accessible for a distressed child.
4. Reassurance to the child that their story will be heard – Behaviour is often the reaction to another action and children need to understand this so that they can make a better behaviour choice in the future.

5. Discussion with the child about why the behaviour took place may avoid a similar situation occurring in the future and may encourage conversation about how to make things right.
6. Consistency – The use of a consistent response can help to calm difficult situations. All staff use the QUEST cards and approach (Appendix E)
7. Humour – the use of gentle humour may help to calm a difficult situation
8. Use of force and/or restraint– this is only used where a child is causing harm to themselves, others or school property. The details for these procedures are within the Use of Force & Physical Restraint Policy.
9. Confidentiality & respect – staff will discuss & respond to children’s behaviour in a sensitive and timely way; where children have not shared incidents or concerns, discussions, actions and sanctions may be delayed. Our principle is to speak with children’s parents/carers about their own child, without detailing discussion/decisions about other children.

Tracking

Any behaviour incident which goes beyond blue and is dealt with directly by other staff, should be recorded and shared with the class teacher. At playtime and lunchtime this information is reported to teaching staff, who are alerted as the children return to class. The class teacher will record yellow incidents in the class folder. Orange or red incidents should be logged on CPOMS by the staff who have dealt with them. This requires staff to complete an incident alert for those who have reached an orange or red sanction. The tracking of behaviour incidents provides a basis for discussion with parents.

Monitoring

The Headteacher will regularly monitor the behaviour throughout the school and report to the school’s governing body. Changes to this policy will inevitably occur and sometimes adaptations are needed ahead of the official review date. These will be incorporated as necessary.

Procedure should children abscond

For a child (or children) who is discovered as being missing or absent

If a child, who has previously been marked as present, is found to be absent, the procedure will be as follows:

1. Teacher to inform Headteacher or member of Senior Leadership Team (SLT) and the office **straight away**
2. Headteacher/SLT plus any available staff, to organise a search of site – buildings and grounds.
3. If child is not found, gather as many staff as possible to re-search the site – building and grounds quickly and as thoroughly as possible

4. School office to phone parents and police. Every attempt to contact parents and police should be recorded.
5. Senior member of staff will then make the decision as to whether the search should be extended beyond the school grounds. The decision may be influenced by staff's knowledge of the child who is missing.
6. Any staff who leave the school grounds should take a mobile phone with them and not put themselves or the child in danger at any point (see below). Contact with the school office should be maintained for safety and updates.
7. Once the child has been found, the member(s) of staff will use their professional judgement to inform how they respond to support the child.
8. A written report will be logged with the Headteacher (see Absconding Form).
9. The Headteacher, or lead member of SLT, will brief parents and police, if necessary.
10. Upon his/her return into school, and when calm enough to do so, the child will meet with a known and trusted adult/member of SLT, so that reasons for the absconding can be understood. A support plan for the individual may need to be considered along with sanctions appropriate for the child's needs.

For a child (or children) who absconds from school, but remains within the school grounds

In these circumstances, a child will not be pursued by staff or forced back into the school. Staff will remain at a safe distance, keeping the child in sight. Interventions should only be attempted by staff if the child is a danger to themselves or others. Any damage to property may be charged to the child's parent(s)/carer(s).

Staff will also consider the child's age, vulnerability and demeanour when considering decisions to be taken. Staff will work together and support the decisions made.

For a child (or children) who is absconding, leaving site without permission or unexpectedly.

If a child is attempting to leave the site and the adult is not at risk, the adult can provide a non-holding block in front of the exit/gate/window and should verbally advise the child to remain on site.

If the adult is at risk of being hurt, the child should be verbally directed to remain on site, but no blockage formed. A member of staff can use restrictive physical intervention if the child is in immediate danger of hurting themselves or putting themselves in a dangerous situation.

For a child who runs away from/leaves school premises

Where a pupil is seen to leave the school premises without permission, the following procedure will be followed:

1. **Active pursuit of the child should not be considered.** This may make the child panic, possibly putting themselves into immediate danger. Staff will instead try to follow,

keeping the child in sight and at a safe distance. Any staff who leave the school grounds should take a mobile phone with them and not put themselves or the child in danger at any point.

2. Teacher to inform Headteacher/member of SLT and the office **straight away**.
3. Consider if there is a member of staff who has a good connection with the child, who can support the absconding child.
4. School office to phone parents and police. Every attempt to contact parents and police should be recorded. When parents/carers are contacted, it should be made clear that the responsibility for their child is being passed back to them. The parent/carer should attend the situation and make contact with the child. If the parent/carer does not answer the phone, a message should be left that informs them of the situation and that the police will be contacted immediately.
5. Once the child has been found, the member(s) of staff will use their professional judgement to inform how they respond to support the child.
6. A written report will be logged with the Headteacher (see Absconding Form).
7. The Headteacher/member of SLT, will brief parents and police, if necessary
8. Upon his/her return to school, and when calm enough to do so, the child will meet with a member of SLT, so that reasons for the absconding can be understood. A support plan for the individual may need to be considered along with sanctions appropriate for the child's needs.
9. If the child returns to school of their own volition, parents and police to be informed by the office.

Parents will always be informed if their child absconds from the school. Staff will make a record of the incident on CPOMS.

Appendix A School Rules

These reflect our Vision to '*Be true... Be kind & thoughtful...Be inclusive*' and our School Values:

Our School Rules

Show **LOVE** and **RESPECT** to everyone and everything

Work with **COURAGE** and **PERSEVERANCE**

FORGIVE each other as God has forgiven you

Be **HONEST** and **FAITHFUL** toward others

Treat everyone with **COMPASSION**

He told them another parable:
The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.
Matthew 13: 31 - 32

Appendix B

Lunchtime Rules



We remove our coats before eating

We use our knives and forks to eat our food.
We chew with our mouths closed



If we drop food, we pick it up. We keep the table and floor tidy

We show kindness and respect to everyone in the hall – adults and children

Field Rules



No Climbing trees or playing with sticks – Respect all living things

KS1 play football only within their class

Year 5 play football only with year 6

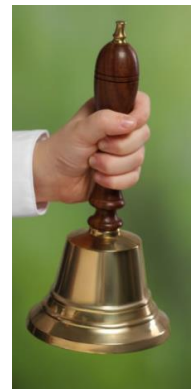
Year 3 play football only with year 4

Football games finish at 1.15pm



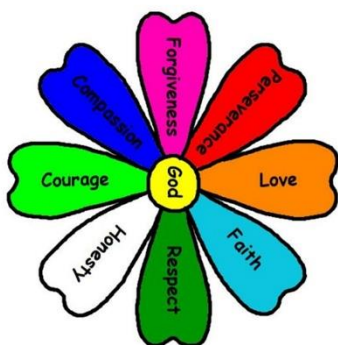
Respect, Compassion and Forgiveness should be shown at all times.

When the 5-minute bell rings, everyone leaves the field and goes to the playground – show our values of Honesty and Respect.



No child should leave the field without permission. Behaviour at all times should show our school values.

Honesty, Compassion, Respect, Forgiveness, Love, Faith, Perseverance and Courage.



Appendix D



Reflection Sheet

Name:

Date:




What will happen next?

What happened?




What did I do wrong?



 Did anyone get hurt?

What should I do about that? How can I make it right?

What could I have done better?



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Remember to be ...

True to God's word

Kind and thoughtful

Inclusive of others

Appendix E

Q

Question

Find out the what,
where, why, who,
when of the event

U

Understand

Understand what
has happened from
every child's view

E

Each

Each child should
have the chance to
speak individually

S

Stay calm

Keep it as a
conversation – don't
be judgemental

T

Teach

Ask them what they
could have done
differently – this is a
teaching opportunity