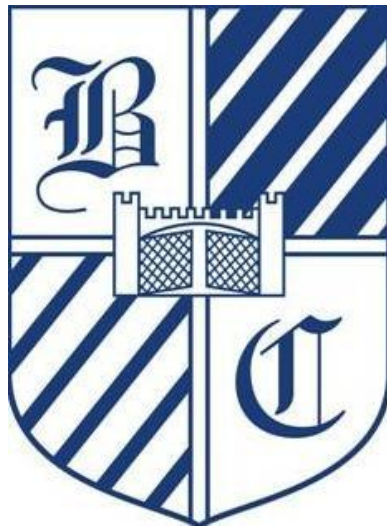


Butlers Court School



Behaviour Policy

Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Recognises behaviour norms and positively reinforces this behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for others
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our Butlers Court School Values:

Honesty, Responsibility, Respect, Kindness, Resilience, Tolerance

Our Butlers Court School Rules:

We are kind and show respect

We are safe

We try our best

Roles and responsibilities

The governing board

The full governing board is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the full governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly in line with this policy
- Challenging pupils to meet the school's expectations
- Meet and greet children with respect and kindness
- Refer to our 3 school rules and the Zones of Regulation in their daily conversations with children
- Never walk past or ignore pupils who are failing to meet expectations
- Follow up all behaviour including restorative conversations and communication with parents
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- Share examples of children's positive behaviour with colleagues and encourage them to praise the child
- Recognise those children who have gone 'one step further'.
- Deal with all poor behaviour appropriately – 'Praise in Public, Remind in Private'

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils - staff understand that we don't make a child behave better by making them feel worse.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy, rules and values and reinforce these at home
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following inappropriate behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Staff model, praise and highlight positive behaviour. Pupils are expected to:

- › Behave in an orderly and sensible way
- › Refer to the Zones of Regulation
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Inappropriate behaviour is defined as:

- › Disruption in lessons and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Repeated breaches of the school rules
- › Any form of bullying
- › Vandalism
- › Theft
- › Fighting

Bullying is defined as the repetitive, intentional harming of 1 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 be emotional such as being unfriendly, excluding, tormenting, or physical, such as hitting, kicking, pushing or taking another's belongings

Responding to behaviour

Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer to our school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Quality First Teaching to engage all children in their learning
 - Movement and/or active breaks
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Share a child's positive behaviour with colleagues and encourage them to give praise
 - Using positive reinforcement – 'catch them being good'.
 - Celebrate those that have gone that 'one step further'.

Safeguarding

Butlers Court School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Housepoints
- Achievement Certificates in weekly assembly
- Special mention in the school 'Golden Book' read out in assembly
- A visit to the headteacher for a Headteacher Award sticker
- Communicating praise to parents via a phone call, email or catch up at the end of the day
- Positions of responsibility or being entrusted with a particular task
- Whole year group rewards such as a popular activity for all

Responding to inappropriate behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of inappropriate behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that inappropriate behaviour will always be addressed.

De-escalation techniques, including the use of agreed phrases that refer to the school rules or Zones of Regulation, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil to the other year group class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based jobs such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Creating a Positive Intervention Plan
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances (Please refer to our exclusions policy for more information)

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

	Types of Inappropriate behaviour	Consequences
1	<ul style="list-style-type: none"> • Not abiding by school rules • Being silly, noisy • Disrupting the learning in the classroom • Moving without permission • Calling out • Interrupting pupils • Ignoring instructions • Pushing in line • Rough play on the playground 	Class Teacher <ul style="list-style-type: none"> • Parental Involvement from class teachers at the earliest opportunity. • Time out or child moved and to return when they feel ready and are regulated. • Separation from the rest of the class group. • Writing a letter of apology. • Completing unfinished work or other task at playtime. • Short detention. • Phase Leader or Deputy Headteacher involvement.
2 Record on	<ul style="list-style-type: none"> • Repeated Level 1 behaviour • Not abiding by school rules • Not responding to an adult's request. • Being more disruptive, 	Assistant Headteacher <ul style="list-style-type: none"> • Fixed period separation from class • Fixed period internal exclusion.

CPOMS	<ul style="list-style-type: none"> • Deliberately disturbing the learning in the classroom • Accidental damage or hurting someone through careless behaviour. • Rude, off-hand comments. • Undirected swearing • Deliberately annoying other children. • Writing on others' books • Taking property without permission • Throwing objects • Hurting another child • Physical retaliation or harm to other children. • Wilful damage of school or another pupil's property • Leaving class without permission. • Repeated refusal to do set tasks • Harmful / offensive name-calling • Directed swearing • Bullying 	<ul style="list-style-type: none"> • Exclusion from playground sessions with peers • Daily / weekly target sheets • Child spoken to by the Assistant Headteacher • Parents informed of incident & sanctions
3 Record on CPOMS	<ul style="list-style-type: none"> • Repeated Level 2 behaviour • Repeatedly leaving classroom without permission. • Fighting and physical harm to other children. • Deliberately throwing or breaking objects • Challenge to authority. • Verbal abuse to any staff. • Vandalism • Stealing • Repeated bullying behaviour. • Homophobic or racist language • Continual classroom aggravation and prevention of other children learning • Extreme dangerous behaviour or violence • Physical abuse to any staff • Persistent bullying 	<p>Headteacher or Deputy Headteacher</p> <ul style="list-style-type: none"> • Child spoken to by Deputy Headteacher or Headteacher • Telephone call, email or meeting with parents by the end of day • Internal exclusion • Possibility of an immediate suspension - up to 5 days • Involvement of outside agencies • Written confirmation to parents

Restorative Practice and Reflection following Inappropriate Behaviour

Restorative conversations are designed to facilitate reflection, resolution, and learning through guided discussion involving all parties affected by the behaviour.

Restorative approaches focus on resolving conflict and repairing harm by:

- > Talking to everyone involved and reflecting on how they behaved.
- > Getting them to explain their feelings and reasons for behaving the way they are
- > How they could they could behave in a similar situation in the future, referring to the Zones of Regulation

Staff can use restorative practice for any behaviour incident, although it's most commonly used as an anti-bullying strategy.

By asking a set of questions, the goal is to reach a clear understanding of everyone's feelings, and find a resolution that everyone can agree to.

Procedures for Implementing Restorative Conversations

- **Identifying Incidents**
Consider incidents that would benefit from a restorative response as reported by staff or pupils.
- **Preparing for the Conversation**
Outline the steps to prepare for a restorative conversation, including pre-meeting with individuals involved.
- **Conducting the Conversation**
Introduce everyone and explain the purpose of the meeting, followed by a guided discussion where each participant expresses their perspective, feelings, and suggestions for moving forward.
- **Post-Conversation Actions**
Describe the follow-up actions, such as documenting outcomes, agreements made, and monitoring the situation to ensure resolutions are upheld.

Responding to inappropriate behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of inappropriate behaviour will be made on a case-by-case basis.

When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- Work collaboratively with specialist professionals and outside agencies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to focus or sit still for long
- Adjusting seating plans to allow a pupil or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or medical conditions, eg – severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces such as the Bubble where children can regulate their emotions during moments of sensory overload

Adapting sanctions for pupils with SEND

When considering sanctions for pupils with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction

- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meetings with the child, parents and class teacher
- Regular contact with the allocated senior member of staff
- Support from a Specialist Support Teacher
- A personalised behaviour plan with goals, targets, rewards and sanctions

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions

The data will be analysed every month by the headteacher and deputy headteacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection policy
- Use of Physical Restraint policy

Mr S Butler
Headteacher
Autumn 2025

Butlers Court School



Our School Rules:

We are kind and show respect

We are safe

We try our best

Our School Values:

Respect, Honesty, Resilience, Tolerance, Responsibility, Kindness

We are kind to each other

We look smart

We go one step further

We look out for each other

We are polite and use manners

We hold doors open

We listen and behave well in class

We walk around school

We pick up litter

We take pride in everything we do



A big smile and praise from staff

House points

Show another member of staff

Achievement Certificate

Headteacher Award

A mention in the Golden Book

Tell your parents

A good feeling inside

Spoken to by staff

Spend time away from the class

Miss breaktime

Spoken to by Senior Teacher

Meeting with Parents

