



Positive Behaviour Policy

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1. Introduction and Aims

This policy applies equally to the Early Years Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at Bute House.

Statement of General Principles – Behaviour, Discipline & Exclusion

The Governors expect the School to be a place where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted, high standards of behaviour are the norm and the School's aims are clearly understood and applied by all concerned. In line with the new updated DfE guidance on Behaviour in Schools (2022), this policy focuses on the expected behaviours in school, rather than listing the prohibited behaviours, and centres around what successful behaviour looks like and defining it clearly for all parties. This also mirrors our whole school approach to safeguarding and behaviour in order to establish a safe, calm and supportive environment in which children can learn (as set out in the latest KCSIE (Sept 2024).

The School's policies reflect the highest moral standards, and show in particular that Bute House will not tolerate bullying or other anti-social behaviour (see Anti-Bullying Policy and E-Safety Policy).

All staff should be aware of children whose special educational needs require a particular approach – eg impaired vision/hearing (Equality Act 2010). The School will support parents and liaise with other agencies if the need arises (eg Educational Psychologists) and any reports generated as a result of this will be treated in accordance with current GDPR guidelines. The School will manage pupils' transition from EYFS, Key Stage 1 and Key Stage 2, and prepare them for transition to senior schools, post 11+.

Purpose of the Positive Behaviour Policy

The School Leadership Team, with the children, will regularly review a positive and constructive code of conduct. Our Learning Powers, Wellbeing curriculum and URStrong program will help us to develop and nurture character traits that will:

- Promote pupils' self-discipline and a proper regard and consideration for self and others.
- Encourage pupils to be inclusive, tolerant and friendly towards all other members of the school community, utilising their Tanzanite and Amethyst Learning Powers.
- Reinforce a zero-tolerance approach to any kind of bullying.
- Ensure excellent standards of behaviour are upheld at all times; valuing manners, respect and kindness towards all members of the community.
- Equip the pupils with the language and confidence to navigate successful and healthy relationships with peers and adults.

Our Positive Behaviour Policy reflects the belief that every pupil who attends the School should have opportunities to achieve the highest possible standards, and be encouraged to achieve their individual/ personal best. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. Every pupil should develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

2. Scope and Responsibility

All staff must ensure that they follow this policy. A consistent approach by staff results in consistency of outcomes for the children. There are regular opportunities during staff and phase meetings to discuss the contents of this policy and it is one of the policies it is compulsory to read during the initial stage of staff induction (see Staff Induction Policy).

All pupils will review the behaviour policy at the start of each academic year and reference will be made to it throughout the year in form times, circle time, wellbeing lessons, Connections & Reflections (C&R), SRE lessons and assemblies. Particular focus is given to the minor changes in expectation which occur at the transition points of EYFS - Year 1, Y2-Y3 and Y4-Y5.

All staff should role model good manners and insist on them being used around the building, including: walking calmly around the school on the correct side of the corridor and staircases; holding doors open for staff and each other; using an appropriate level of volume when in shared spaces; maintaining silence when in the hall for assembly; wearing correct uniform; following instructions; addressing adults politely and not interrupting.

Language is important; positive language techniques to employ are:

1. Over-use of manners and visible kindness in our own language and actions
2. Be consistent in expectation and phrase positively e.g. 'We switch to our calm learning behaviour once we are in the school building'
3. Avoid assuming 'You should know how to do this by now'. Instead expect to teach, re-teach and reinforce behaviour expectations and routines e.g. 'We always go into assembly silently.' 'Now the bell has been rung we all need to create 100% legendary lines by facing the front and being silent.'
4. Make corrections of minor negative behaviour quickly and direct to correct behaviour e.g. 'Put your whiteboard pen down and show me your brilliant listening.'

Shared language phrases:

1. URStrong friendship words:
 - a. Friendship Fire - to describe a normal friendship dispute
 - b. Mean-on-Purpose - to describe a situation where there was purposeful unkindness

- c. Quick comeback - to encourage pupils to stand up for themselves and call out obvious 'mean-on-purpose' behaviour
2. Ready to learn / switch to learning behaviour - to describe moving from normal playground chattiness to calm behaviour
3. Learning behaviour - to describe good classroom behaviour
4. 100% legendary lines/excellent listening/assembly ready - the 100% aspect can be used to create a sense of being a 'team' and every girl needing to contribute.

3. Rewards Across the Whole School

Gold Awards

Gold awards are given at the end of the term in the final assembly. Pupils are nominated by their Form Teacher for a wide range of reasons. These reasons will be linked to the relevant Learning Powers. Pupils are given a badge which they may wear every day.

Gems in the Jar

To encourage a class spirit and a sense of communal responsibility for behaviour, and use of the School Learning Powers, a 'gem in the jar system' is used. Each class has to collect a certain number of gems in the jar. A gem is awarded for a whole class effort. When a class achieves 20 gems, they are given a class treat (chosen by the class from options raised in a form time discussion). Teachers may adapt this for their own class e.g. 'cherries on the cake' etc. Examples of possible "treats" – discuss this with the children:

- Free activity lesson
- Small "party" in form time or other appropriate time
- Film
- Small prize
- Wear own clothes
- Extra games

Learning Power Stickers

Secret Letters

Teachers nominate pupils via an email sent to the Head who then writes a secret letter to a pupil which is sent to her home address. The pupil does not know she has been nominated – hence 'the secret'.

Celebration Assemblies

Regular Celebration Assemblies are held, where we celebrate pupils' achievements both in and

out of school. Pupils in Reception and Key Stage 1 are awarded 'Well Done' certificates by their class teachers for a special effort or achievement in work or behaviour and publicly celebrated; these are usually linked to the Learning Powers. The emphasis in these assemblies is on the breadth of achievements, so that every pupil is valued and celebrated, with academic achievement only one of many areas of success.

Additional Rewards in Lower School

The pupils' behaviour is usually very good and we have various rewards for effort and displaying the expected behaviour for Bute House pupils:

- Show Head of Lower School or Head Teacher WOW cards / WOW stickers / completed work.
- WOW Stickers
- Extra privileges e.g. table leader / deputy teacher for the lesson

Additional Rewards in Years 3, 4, 5 and 6

Credit System

In these year groups, we have a credit and sanction system. If a child does particularly good work or is particularly kind or helpful, any teacher can award a credit on to the behaviour spreadsheet by inserting their initials beside their name. (They may also insert a comment to elaborate if they wish). At the end of each term, the pupil with the most credits in each Year group receives a certificate.

Teachers are encouraged to monitor children who have not received many credits and will alert other staff to this. The class with the highest number of credits in a year group in a term will have a class 'treat'. Credit totals should be counted and given to the Phase Leader for announcement at the final assembly before the end of each term.

Learning Powers

In addition, all our academic learning should be linked to the School's focus on a growth mindset and developing habits of learning that encourage the pupils to become active learners, with characteristics that support them when they face challenges. Similarly, the Learning Powers can provide a framework, together with the wellbeing curriculum to help reinforce targeted positive behaviour.

Each half term, there is a Learning Power focus where the pupils concentrate on developing skills of Initiative and Independence (Sapphire Power), Resilience and Risk-taking (Ruby Power), Persistence and Reflectiveness (Emerald Power), Flexibility and Collaboration (Topaz Power), Curiosity and Originality (Diamond Power) Empathy and Integrity (Amethyst Power), and Diversity, Equity and Inclusion (Tanzanite Power), which will equip them with the character traits that will not only enable them to be successful learners, but prepare them for the world beyond school. Pupils will receive credits or gems in the jar, as appropriate, for exhibiting Learning Power traits. Pupils in the Lower and Middle School will also receive Learning Power stickers.

4. Cautions, Sanctions and Debits

Lower School

As the pupils grow and test boundaries, there may be times that their behaviour is not in line with the high expectations we have at Bute House. It is important that the pupils learn to move on from incidents once they have been dealt with, so each playtime is a fresh start for the pupils, incidents that happen previously will not be dwelled upon. Incidents will be noted down in the playground book so that patterns can be identified and support planned.

The following steps will be taken to support the pupils reset and return to behaving appropriately:

Verbal warning

Quick verbal reflection with an adult

Miss 2 minutes of playtime + verbal reflection with adult

Miss 5 minutes playtime + calm and reflection sheet

Reflection with the Head of LS (or another member of the LS team) during playtime*

Reflection with SLT / PL if SLT not available during the next playtime*

Reflection with the Head during the next playtime(s)*

**parents informed and support planned*

Middle & Upper School (Years 3-6)

The policy in the MS and US will naturally look different from the LS at times in order to reflect the growing maturity and expectations of the students in these levels. Increased expectation will be placed on the pupils in the US to independently **recognise** and **reflect** the expectations for behaviour at the School. Therefore, it will be important to have positive visual and verbal reminders embedded in the learning environments, assemblies and day to day staff /pupil interactions.

Consistency in implementing this policy is imperative to its success. All teaching staff, including peripatetic staff, will need to agree so that there are no subjects or teachers who are considered to be softer or harder within the execution of this policy.

The following steps will be taken to support the pupils to reset **low-level** negative behaviour and return to behaving appropriately.

1. At the beginning of the year, a **grace period of two weeks** will be given to the students whilst staff build behaviour expectations and reiterate them. This is a good opportunity for students to actively engage in the behaviour expectations of the school by having discussions in form time, creating posters (linked to Learning Powers and Powerful Ways to Be a Bute Pupil) and other reminders to visually reinforce expectations around the school. At this time, two verbal warnings could be issued to a student in breach of expectations - linked clearly to the

undesired behaviour eg '#1 Name, can you please make sure that you are walking quietly when in the corridor. #2 Name, I remember speaking to you about this behaviour (last lesson, week etc). If this continues it will become a sanction.

2. After the grace period ends, a sanction is given immediately for undesirable behaviour. The emphasis being that these are small reminders - not 'big trouble' situations.
3. Sanctions are applied where it is necessary in the circumstances to show appropriate disapproval. It is important to differentiate between intentional and unintentional behaviour. The first step is a caution; this might be for forgetting to charge a chrome book, not having hair tied up or not tidying up having been asked. A sanction might be for being in the toilets without permission at break time or carrying on a conversation after being asked to listen. A debit is given for intentional poor behaviour such as being mean on purpose, damaging school property or lying. Further examples are outlined in the appendix at the end of this policy. If a debit is given then the teacher giving it should arrange a time for that pupil to stay inside with them and miss break to complete a reflection sheet. A copy of this will be scanned in and linked to the misdemeanour recorded on CPOMS by the form teacher or Phase leader depending on who signs off on the reflection. The first debit is dealt with by the form teacher, the second by the Phase leader and the third would go to SLT. Parents will be made aware of debits. All cautions and sanctions are recorded on the behaviour sheets by the member of staff issuing them. Debits will be entered by the Head of Pastoral care who will have oversight of them on CPOMS. Pupils are encouraged to make reparation, and then staff ensure that the pupils appreciate that the matter is closed and will not be referred to again.

Whole School

Completely unacceptable behaviour will be dealt with by a member of SLT and parents will be informed:

- Racist language
- Homophobic language
- Obscene language
- Insulting gender, disability or religion
- Defacing / damaging school property
- Repeated and intentional physical aggression
- Child-on-child abuse

Where pupils do not respond to preventative strategies to combat bullying or other unacceptable behaviour, tougher action will be taken. The School adopts a 'zero-tolerance' approach to child-on-child abuse and in line with the KCSIE guidelines, this would be accelerated to be dealt with immediately by the DSL and the Head and parents would be informed on the day the incident came to light. *A summary of this can also be found in our Safeguarding Policy.*

Disciplinary action will be taken against pupils who are found to have made malicious accusations about staff (Refer to Safeguarding Policy). In this case, appropriate action will be decided upon in

consultation with the parents. Parents will be kept fully informed and will be involved in this process. If the need arises, a meeting may be arranged with other agencies e.g. Educational Psychologists, Family GP, to come up with strategies to help improve the situation.

Staff will take into account any extenuating circumstances pertaining to individual pupils (eg bereavement, mental health needs, experience of abuse or neglect) and their application of sanctions in these cases will be discretionary.

In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable, to avoid substantial disadvantage to a pupil (eg provision of 1:1 support). This will happen in consultation with the Head and the Learning Enrichment Coordinator. Where there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice will also be sought from the Head and the Learning Enrichment Coordinator.

5. Additional Actions

Additional actions might include withholding participation in any school trips that are not an essential part of the curriculum. It also includes the possibility of fixed term or permanent exclusion from school.

Exclusion would only be considered in cases of extreme and persistent disruptive behaviour eg bullying; physically, emotionally or sexually abusing another child; theft; fighting; racist abuse; etc. This behaviour is never tolerated whether it occurs at school, on the school grounds, or while on a school trip or residential visit. Any exclusion for even a short period must be discussed and agreed by the Head, Chair of Governors, and representatives of the Governing Body. If parents wish to request an appeal or Governors' review of the Head's decision, this would happen through the official complaints procedure (see Complaints Policy and Procedures).

In accordance with the ISSR guidelines, a record is kept of the sanctions imposed upon pupils for serious misbehaviour. We acknowledge that the records may contain personal data and the School's use of any personal data will be in accordance with data protection legislation.

6. Implementation

The Head's role is to determine the detail of the standard of behaviour acceptable to the School. The Head has the day-to-day responsibility for maintaining discipline in the School, which will include monitoring the code of conduct, sanctions, rewards and the provision for enforcing them.

The School Leadership Team and all staff are expected to encourage good behaviour and respect for others as detailed above, to keep parents informed and to apply all rewards and sanctions fairly and consistently.

All staff will set high standards of behaviour, respect and consideration, always encouraging good work habits and behaviour from the moment a girl enters the School. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour, with pupils across the School and not just the pupils that they teach. "The standards you walk past are the standards you accept"

This policy has taken into account the following legislation and guidance: the ISSR; the Statutory Framework for the EYFS; the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); the Human Rights Act 1998; the Equality Act 2010; KCSIE 2024; DfE Behaviour Guidance; and Working together to safeguard children 2018 (DfE, updated in September 2024).

In the EYFS setting, the Reception teacher will be responsible for behaviour management. Physical intervention is allowable, for example, to avert immediate danger of personal injury. Parents will be notified on the same day or as soon as reasonably practicable. All incidents should be recorded immediately. All sections of the Use of Reasonable Force report should be completed, so that in the event of any future complaint a full record is available (see Use of Reasonable Force Policy).

The working of the School's policies and procedures will be discussed regularly at SLT and staff meetings. Staff will be involved in discussions about behaviour with pupils in Form Time. Staff will be called upon, from time to time, to identify problems that may be the reason for poor behaviour, and to suggest possible courses of action.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Involvement of Pupils

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The Government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them. One of the School's most fundamental principles is, and has always been, the democracy of the pupil voice in school decision-making and debate. The School Council will be involved in annually reviewing the Powerful Ways to Be a Great Bute House Girl and in the School's programmes to reinforce self-discipline and positive work and behaviour patterns.

7. Monitoring and Review

This policy is reviewed whenever there is a change to the behaviour policy. It is sent to staff annually by the Assistant Head and Head of Pastoral Care and reviewed every two years by Governors. The date of the next review is shown on the first page.

Appendices

Examples of Lower School behaviours with appropriate consequences

Type of Incident	Action
Disruption in class (time wasting, disturbing others, calling out) Snatching Ignoring instructions (including lining up when the bell has been rung) Talking back	Verbal warning <i>If the behaviour continues, the pupils will move through the consequences in order.</i>
Disrespectful or unkind language or gestures	Verbal warning Ensure apologies are exchanged.
Playing inappropriate or unkind games.	Miss 2 minutes of playtime + verbal reflection with adult <i>The verbal reflection will provide an opportunity to discuss why the game has been deemed inappropriate and suggestions for alternative games that could be played.</i>
Verbal aggression e.g. shouting at someone	Miss 5 minutes playtime + calm and reflection sheet. <i>The thinking time will allow the pupils to calm down, as well as an opportunity to talk through what went wrong and how to deal with the situation in the future.</i>
Initiating physical aggression Retaliating to physical aggression	Reflection with Phase Leader (or member of the team) during playtime. <i>The reflection with a teacher will allow the pupils to calm down, as well as an opportunity to talk through what went wrong and how to deal with the situation in the future.</i>
Pattern of physical aggression or theft of another child's property	Reflection with SLT (or Phase Leaders, if SLT not available) during the following playtime. <i>The reflection with a senior member of staff will allow the pupils to explain what is causing them to repeatedly hurt other children. Support will be planned to provide them with strategies.</i>

Examples of Middle/Upper School behaviours with appropriate consequences

Level of incident	Type of Incident	Action
Caution	Shoes/wrong or forgotten uniform Forgotten equipment Running indoors/ Being noisy in corridors Crowding staircases & corridors Barging past adults Forgotten work Incomplete work Repeated use of toilet during lesson (use common sense here) Talking at the wrong time Water bottle related issue Eating in corridors/wrong area Using incorrect toilets during breaks Using incorrect stairs	Caution - all staff to take responsibility for 'cautioning' pupils on all of these behaviours. Enter it into the relevant spreadsheet in the Behaviour folder in 'Whole School'.
Sanction	Chatting during a lesson after a reminder Hanging out in the toilets Using chromebook when not supposed to Packing up early (before the end of a lesson) Leaving the room without asking permission Playing with food at lunch Lateness to a lesson without reason Breaking Library rules Leaving a mess on the floor Reading a book during the lesson Littering Tardiness to class Poor manners in dining hall Careless use of school property (eg in art/music/sport/clubs etc)	Sanction - any member of staff can issue one. Enter it into the spreadsheets in 'Bute' - 'Whole School' - 'Behaviour', ensuring you initial the box and add a comment with a reason for the sanction.

Debit	<p>Repeated poor behaviour on the playground despite URStrong strategies.</p> <p>Being somewhere they shouldn't be or away from adult supervision</p> <p>Speaking back to adults</p> <p>Ignoring a clear direction from an adult (e.g. to come inside)</p> <p>Mean on Purpose behaviour (verbal or physical)</p> <p>Lying</p> <p>Passing notes</p> <p>Unsafe behaviour continues after a reminder (e.g. running in the art studio)</p>	<p>Reflection supervised by adult issuing the debit. Teacher/ Phase leader/ SLT then made aware and have follow up conversation/sign form. Incident with reflection to be uploaded onto CPOMS by person who signed it, who then contacts the parent. Head of Pastoral care will add the debit to the spreadsheet.</p>
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