

Behaviour Policy

Little Bowden Primary School



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INTRODUCTION

This policy reflects the promotion of positive behaviour and our policy on rewards and consequences with regards to pupils' behaviour.

Little Bowden is a school that is proud of its friendliness and mutual support. The route to resilience ethos underpins the behaviour policy by developing the necessary characteristics for life.

Everyone at Little Bowden Primary School is responsible for the promotion of high standards of behaviour. A clear code of conduct, supported by rewards and consequences, are followed within a safe, secure and positive environment. Learning to behave responsibly towards others and towards the community in which we live is promoted as a life skill, leading to fulfilling and rewarding lives as adults who are able to make positive contributions to wider society.

Positive behaviour strengthens effective learning. A consistent approach to the promotion of positive behaviour sets the tone for learning. When poor behaviour is identified which disrupts learning, consequences will be implemented in line with this behaviour policy.

AIMS

- To create a calm, fair and caring ethos
- To show respect and tolerance for all people
- To create an environment in which all children can learn
- To encourage self-regulation and self-motivation in all pupils
- To enable pupils to make positive choices and to accept that there are consequences to their actions

These aims are presented to the children as our **Code of Conduct**

- We are gentle
- We are kind, helpful and honest
- We listen
- We look after everyone and everything
- We are ready to learn

All classrooms will have a display of our Code of Conduct. This is reinforced by other materials that will support the children's learning and understanding of them. This will be done in consultation with children and staff.

What we do:

- We have a fair and consistent system for encouraging positive behaviour. The system is clear, structured with stepped responses, consistently applied and differentiated to take into account age, ability, disability and religion.
- Reward systems are not uniform across classes as they must respond to the particular needs of the class and the individuals within it. Class reward systems run independently of and parallel to a whole school reward system.
- Staff are encouraged to communicate with all adults who are involved with a child (teacher, lunchtime staff, ALT etc).
- Staff are encouraged to support each other and share best practice.
- Staff will use their professional judgement in responding to situations both in school and on educational visits.

- Staff receive regular training on behaviour management including where they can access support materials to improve their practice.
- Children having difficulties with their behaviour will be supported in a range of other ways including ALT support, nurture groups and individual behaviour plans.

Rewards

Positive behaviour is expected from everyone and will flourish if positively encouraged and rewarded. Everyone at Little Bowden will continue to use a variety of methods of reward. These include:

1. Verbal and non-verbal praise
2. Positive written comments in children's work
3. Issuing house points
4. Positive reinforcement awards e.g. smiley faces, table points, heroes' board, being brilliant box
5. Awarding stickers, certificates, prizes, golden time etc. for good behaviour and achievement
6. Giving wide public praise through the weekly "Mentions Book" and Character Champion awards in assemblies.
7. Positive verbal and written communication with parents
8. Half termly recognition of consistent achievers in either behaviour / academic work with certificates presented and names displayed on the Gold Stars board.

Specific Strategies:

- Praising positive role model behaviour (rather than focusing on the negative behaviour)
- Modelling positive relationships to include children with children, children with adults, adults with adults
- Building and modelling relationships based on mutual trust and respect between child and child, child and adults, adults and adults
- Use of non-verbal communication e.g. smiles
- Ensuring good eye contact and body language
- Using positive language - well done.... / thank-you for...
- Using the Route to Resilience character skills
- Using the language of positive choices
- Change of position in classroom
- Being consistent and fair
- Using the system of PIP and RIP – Praise in Public, Reprimand in Private
- 1:1 verbal discussion
- Stating the appropriate behaviour in a positive manner e.g. "Show me safe walking"
- Visual system to monitor behaviour
- Encourage children to find a safe place for self-regulation

Consequences

Everybody needs to understand that for all negative actions there are consequences. The school uses a number of strategies to achieve the school aims, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Consequences will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour and their choices are not desirable. When the children are in EYFS, it is recognised that help is often needed to support children who are still reaching the levels of control required for independent play.

Some children, including those with SEN who have specific needs relating to behaviour, may find it difficult to follow the Code of Conduct. The school will support all staff to develop individualised

strategies for these children. This may include alternative rewards or consequences and the support of outside agencies. Parents will be included in identifying ways to support and manage their child's behavioural needs in school.

Persistent low-level behaviour

If a child persistently communicates through an unacceptable manner, the class teacher will be supported by other adults. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is not to punish but to modify behaviour. Persistent low-level behaviour can indicate an underlying problem, which needs further investigation and action.

Behaviour Management Strategy

In each case, a child will be given a warning to correct and reflect on their behaviour before a sanction is applied. At every stage of behaviour, children are encouraged to 'bounce back' after a period of reflecting on their behaviour and correcting it. Appropriate positive praise will be given.

| Behaviour Management | | |
|----------------------|--|--|
| | Behaviour | Consequences |
| | | May include: |
| Level 1 | May include: <ul style="list-style-type: none"> • Persistent classroom disturbance • Rudeness • Not following instructions | <ul style="list-style-type: none"> • Incident recorded on Class Charts • Time out (5-10 mins) in class to allow for a reflection of behaviour |
| Level 2 | May include: <ul style="list-style-type: none"> • Damaging property • Refusing to work • Throwing things | <ul style="list-style-type: none"> • Incident recorded on Class Charts • Contact made with parent/ guardian and recorded on Provision Map • Sent to the Phase Leader for 10-15 mins with work |
| Level 3 | May include: <ul style="list-style-type: none"> • Fighting • Stealing • Racist, sexist or homophobic comments • Swearing | <ul style="list-style-type: none"> • Incident recorded on Class Charts • Contact made with parent/ guardian and recorded on Provision Map • Sent to the Deputy Headteacher or Headteacher • Loss of play times |

Persistent Level 2 or 3 behaviour may result in the student being placed on school report and loss of privileges, such as missing a school football match or a prized responsibility. Please refer to [Guidance from the Department for Education \(Paragraph 45\)](#).

Other behaviours are more extreme and will be dealt with outside of the levelled structure and may result in exclusions. Please refer to the [County's Guidance on Exclusions](#).

Suspensions or Permanent Exclusions.

We are an inclusive school and do not wish to suspend or exclude any child. However, in extreme cases, it may be necessary to suspend a child or permanently exclude. A Suspension can include periods of time such as lunchtimes. This should be used if the child's behaviour is deemed to be consistently unacceptable during the lunchtime period and other alternative sanctions have been tried with little success. This would be carefully considered by the teaching staff and the Head Teacher and discussed with parents.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. S/he will at all times, consult with the school's DSL to ensure there are no safeguarding concerns that would place the child at risk of harm.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision. The school will inform the parents how to make any such appeal. Upon return to the school, the child and parents will be required to attend a reintegration meeting that will place targets on the child to prevent a repeat of the behaviour.

Use of Restraint:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996:

The Use of Force to Control or Restrain Pupils:

Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All uses of restraint are recorded on Provision Map and the Bound and Numbered Book. Parents will be fully informed of the use of restraint.

Anti-Bullying Policy

It is the responsibility of the governing body and the Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

At Little Bowden we are aware that pupils and adults may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority. This is to ensure a safe and secure environment for all where we develop positive relationships and encourage everyone to have the confidence to challenge their own and others behaviour.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Little Bowden, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to the Head Teacher who may need to inform the local authority children's social care.

This policy is closely linked with our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

What is bullying?

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 include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

The school's approach to bullying

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the awareness of reducing the opportunities for bullying to occur.

These include:

- Regular PSHE teaching following the agreed scheme of work with cooperative group work
- Taking part in national anti-bullying week
- Awareness through anti-bullying assemblies
- Circle time
- Drama/role play activities
- Implementation of playground mentors
- Playground buddies for children who are experiencing difficulties settling into school

At individual level, children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance from learning mentors.

Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

There are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

There are also locations about the school in which incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will be forbidden access to these areas. A playground policy will be implemented to ensure:

- good management of play during break times;
- clear rules and guidelines on the consequences of breaking the rules;

- support for collaborative play;
- zoning of the space to support a range of games and activities; and
- Training and support for playground assistants.