



# BOWERHAM PRIMARY & NURSERY SCHOOL

## Behaviour Policy

**DATE: July 2023**

**Review date: July 2024**

**Stand tall, reach high, love learning**



*The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.*

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Our Head teacher, Mrs J Banks has overall responsibility for Behaviour Management within school.

This policy is to be read in conjunction with Bowerham's Primary and Nursery School Achieving Positive Behaviour in EYFS Policy.

### Statement of Principles

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our Value of the Half Term always promotes this through all we do.

The school expects every member of the school community to behave in a considerate way towards others. **One of the most powerful determinants of a child's behaviour is a positive adult role model.** We require all adults to provide a positive model of behaviour by treating children, parents and one another with friendliness, honesty, care and courtesy.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Context**

Please also read this policy alongside health and safety policy, safeguarding policy, attendance policy, equalities statement, curriculum statement and SEN policy.

## **Rewarding Good Behaviour**

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children.
- Staff give individual children team points. These are given to children, either for consistent good work or behaviour, no more than 3 awarded at a time.
  - Ashton** – Yellow
  - Owen** - Red
  - Storey** - Green
  - Helme** - Blue
- The winning team each half term is given a 'Winning Wednesday' reward of extra playtime.
- In Key Stage 2 every week pupils in each class nominate a child to be 'citizen of week' by, throughout the week, putting names in a jar relevant to the 'Value of the Half Term' - these are published on the class page of the website. Key Stage Staff choose a child.
- A Happy Box is used in each classroom and drawn weekly to acknowledge brilliant effort or acts of kindness in school. There is also a staff Happy Box where colleagues can nominate each other for the same purposes.
- 'Star of the Week' is awarded to a child from each class for outstanding work, effort or behaviour, along with our Golden Purple Pen award for outstanding literacy. The Golden Purple Pencil is awarded for outstanding mathematics work.
- Marbles are given to classes for team work and effort as a whole class. Each class has 50 marbles, and once they have transferred all of them into the achieved pot they can choose a whole class activity or treat.
- In EYFS and Year 1 children have their own star that they get to take home when it has 10 stickers on.
- Positive comments and stickers are put in the communication books; a postcard is sent home for exceptional behaviour or work.
- Each half term we have a Celebration Assembly where the winning team for Winning Wednesday and Headteacher awards for the half term are awarded.
- 'Your Bowerham Best' is displayed in every classroom. This sets out the reward system in class.
- In KS2 the Bowerham Behaviour Chart is displayed alongside the Bowerham Best. This clearly shows the rewards for positive behaviour and the consequences of negative behaviour through Consequence Steps- 1-5 (See chart below). These consequence steps give all children a chance for support and to refocus and adapt their behaviour through a shared language approach.
- EYFS and Keystage 1 use the Sunshine, Cloud and Lightning system to promote positive behaviour and places and emphasis on the fact that good behaviour can be resorted throughout the day.

## **Dealing with Unacceptable Behaviour**

*Each child needs to learn and understand that the consequences of their own actions have an impact on others, thus encouraging them to take responsibility for the way in which he/she behaves*

The school employs a number of sanctions to enforce the Bowerham Best, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- We operate a yellow and red card behaviour system which is to be used as a short term system.
  - The issue of a yellow card results in the reasons being noted down and signed by the child and the adult. This then results in a break time being taken away from them and the details noted on CPOMs. During the break time the child fills in a 'think sheet' to think about their behaviour and why the incident happened and how it may have been avoided, thus supporting how this may be avoided in the future. If a child received a red or yellow card this is then recorded on CPOMs.
  - A red card is issued for serious incidents, by the Head teacher who will then determine how many breaks the child must stay in for. A think sheet will also accompany the red card.
  - An Isolation card is issued for incidents, which are deemed more serious than a red card and for which a child needs instant removal to a quiet area which will be supervised by a member of staff.
  - If a child receives a period of isolation, red or yellow card, parents are informed.
  - If a child has incidents of persistent negative behaviour they may be placed on a Report Card – Please see appendix.
  - All behaviour incidents that may require a card are analysed on a Behaviour Incident Overview Form prior to issuing a card.
  - Yellow cards can be banked.
- In Reception, Year 1 & Year 2 the children's behaviour is managed through the sunshine, cloud and lightning system. All children's names start on the sunshine on a daily basis, for low level disruption children may move to the cloud and if their behaviour continues then they move to the lightning. Children as a consequence of this may also have time out to think about how they can make the 'right choices'. ABC charts are used to record behaviour that this is a worry and in some cases a yellow/red cards may be issued. –
- In KS1 we expect children to listen carefully to instructions in lessons. If they do not do so after a warning, we ask them either to move to a place nearer the teacher, or to sit/stand on their own, until they feel able to do so. If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, we separate the child from the rest of the class until they are able to continue doing their "Bowerham Best". This can sometimes mean working in another year aged class for some time. This may also result in a yellow card being issued.
- In KS2 we expect children to do their Bowerham Best at all times. If they do not, there are clear consequence steps laid out on the Bowerham Behaviour Chart (Please see chart). We may still, at times, take a child to another year group until they are able to do their 'Bowerham Best'.
- The 'Bowerham Best' and Bowerham behaviour checklist (KS1) and Bowerham Behaviour Chart (KS2) are displayed in each classroom and referred to by the class teacher.



Behaviour  
Chart.pub

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Children with special needs that impact on their behaviour may be placed on an ABC chart/ Individual Behaviour Plan to record the behaviour, possible triggers and the consequence/function of that behaviour.
- Behaviour records are monitored regularly. If there appears to be a pattern of negative behaviour, children may be placed on an ABD chart to review behaviour and triggers.
- Issues with both positive and negative behaviour will be noted in communication diaries.
- ABC Charts can be developed by the class teacher and sent home to support parents where they need support.

The class teacher discusses the Bowerham Best school rules with each class:

- Be gentle
- We listen
- We are honest
- We look after properly
- We work hard

In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bowerham is committed to building a community based on British Values, mutual respect and understanding.

The school recognises that all members of its community, pupils, parents and staff, of which ever racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language. Racist incidents in school are those which are perceived to be racist by the victim or any other person. Racist incidents will be investigated by the school and can take numerous forms:

- Verbal abuse and threatening behavior – derogatory name-calling, insults, racist jokes, threats, racist language.
- Racist comments – racist comments in the course of lessons, ridicule of an individual's cultural differences e.g. food, music, dress, language.
- Physical assault – because of their colour, race or ethnicity.
- Damage to property – racially motivated.
- Racist graffiti.
- Discriminatory behavior – refusal to co-operate with others due to their ethnic origin.

Racism is unacceptable and will not be tolerated. Perpetrators of racist incidents will be disciplined in accordance with school sanctions depending on the severity of the incident.

When racist incidents are witnessed or alleged, students, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that a racist incident has occurred and the incident recorded accordingly, this will be forwarded to LEA and the GB.

### **The role of the Staff - to follow the Staff Promise**

*One of the most powerful determinants of a child's behaviour is a positive adult role model*

- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and carry out their 'Bowerham Best'.
- Our staff treat each child fairly, and follow the policies consistently.
- All staff treat all children in their classes with respect and understanding.
- It is the responsibility of all staff to ensure that the 'Bowerham Best' is enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Staff are to complete a behaviour incident overview sheet when a behaviour incident occurs that may result in a card being issued. These overviews are then kept centrally and used to support analysis.
- In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher and learning mentor.
- The HT and LM liaise with external agencies, as necessary, to support and guide the progress of each child and may, for example, discuss the needs of a child with the social worker or LEA behaviour support service. This is always shared appropriately with staff as is necessary.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of parents- to follow the Parents Promise**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- We expect parents to read the Promise in the communication diaries and on the Website and, as a member of our community, respect them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the parents promise. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions as a consequence of a child's behaviour, we expect parents to support the actions of school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of the Key Stage, failing that the HT. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented; this is where the GB will become involved.

### **The role of governors – to follow the Governors Promise**

- The Governors have endorsed this policy and, with the Head teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out the guidelines.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The relevant Internet address is:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

### **Fixed period exclusions**

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

### **Permanent exclusion**

Permanent exclusion means a child is expelled. Lancashire County council must arrange full-time education from the sixth school day.

If the Headteacher excludes a child, s/he informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing providing an explanation of the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

## **Power to use reasonable force**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Power to use reasonable force 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.



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## **Conduct outside the school gates**

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

In circumstances where a pupil's behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour discussed

## **Searching pupils**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Confiscation**

• School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parents will be informed if such event takes place.