



BOWERHAM PRIMARY & NURSERY SCHOOL
&
BABY UNIT



Positive Behaviour Policy

DATE: July 2024

Review date: July 2025

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

Within our Bowerham Baby Unit we follow all Bowerham Primary & Nursery School's policies and procedures. Any wording highlighted in blue within the policies are specific additions only applicable to our Baby Unit.

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.

We have a restorative approach. A 'restorative approach' supports our children in building relationships, making good choices and taking responsibility for their actions. We encourage children to reflect on their behaviour, its impact on others, and how they can begin to make things better if they make a mistake.

Children have a keen sense of fairness, and we understand that consistency in our approaches to managing behaviour is key. We take the time to share and explain our expectations and systems to our children and regularly check their understanding. We support all staff in managing and supporting behaviour consistently throughout school. Furthermore, we invest in professional development to ensure consistency and high standards throughout school.

Context

Please also read this policy alongside health and safety policy, safeguarding policy, attendance policy, equalities statement, curriculum statement, anti-bullying policy 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
- Tapestry and Showbie. Key Stage 1 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. These are published on Tapestry and Showbie.
- Marbles are given to classes for teamwork 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 reframed throughout the day.

Bowerham Best

We expect children to do their Bowerham Best at all times. The 'Bowerham Best' is displayed in each classroom and referred to by the class teacher.

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 expectations of Bowerham Best 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.

Consequences

- When children are not showing their Bowerham Best the school employs several consequences to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.
- 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 as a warning and to enable them to reframe and the staff to support the child in returning to their Bowerham Best. If their behaviour continues then they move to the lightning. Children because 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 is a worry, this is then used to identify any possible patterns or triggers. Staff teams then find solution to help support and promote positive behaviour and reframe. In some cases, a yellow/red card may be issued. Parents will be informed privately, when a child had received a consequence as outlined above.
- It should be noted that for some children who regularly need reminders and struggle with classroom expectations, an individual approach is put in place. This includes an individual chart alongside other strategies to support children such as sensory circuits. This is discussed with parents on an individual basis.

- In KS2 children's behaviour is managed through the steps process. Children receive warnings but if they continue to move down the steps children may then receive the following consequences:
 - The issue of a yellow card. This results in the child having some time to reflect on their behaviour, this may be during a playtime or immediately after the event depending on the child. During this reflection time, they will complete 'think sheet' to reflect 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 or SLT who will then determine the consequence this may be missing a number of breaktime or may be a consequence linked to the behaviour- i.e. writing a sorry letter, rectifying the issue. the child must stay in for. A think sheet will also accompany the red card. In some instances where the behaviour is repeated a child may be sent to work in another year group.
 - 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 has incidents of persistent negative behaviour, they may be placed on a Report Card.
 - All behaviour incidents that may require a card are analysed by an adult on a Behaviour Incident Overview Form prior to issuing a card.
 - Parents will be informed privately, via phone call when a child had received a consequence as outlined above.
- Children may be placed on an ABC chart/ Individual Behaviour Plan to record continuous behaviours, possible triggers and the consequence/function of that behaviour. Behaviour records are monitored regularly.
- Across school, each year group implements the positive behaviour policy but will adjust where necessary depending on the needs of individual children and classes.
- Staff develop positive relationships with the children in order to understand individual needs and identify strategies appropriate to support individual children in being successful.

Equality

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 whichever 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 during 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 policy 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.

Communication with parents

The role of parents is crucial in helping schools develop and maintain good behaviour. At Bowerham, we build and maintain positive relationships with parents by keeping parents updated about their children's behaviour. This includes encouraging parents to celebrate pupils' successes, as well as informing parents of any behaviour that does not follow the Bowerham Best, following the school's behaviour policy. It is school policy to inform parents via phone call to enable privacy. Where a child needs further support, school will work with parents to refer to appropriate onward agencies.

Our promises:

The role of the Staff

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 SLT 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

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

- 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. The Headteacher 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.

Preventing Child on Child Abuse (including bullying)

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.

Please see the anti-bullying policy for further information

Child-on-Child abuse is defined as abuse between children under 18 years of age. Bowerham has a zero-tolerance approach to abuse, including child-on-child abuse. Also, see related school policies: Safeguarding and CP Policy, Anti-Bullying Policy, ICT Policy.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse. All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

We aim to prevent child-on-child abuse through our teaching and modelling of values and positive behaviours as outlined at the start of this document. We teach children how they can develop healthy relationships and keep themselves and others safe. We teach them how to recognise when they might need help and where they can go for help when they need it.

Child-on-child abuse is unacceptable at the Bowerham, and it is treated very seriously by all members of staff. Staff are trained to recognise signs of child-on-child abuse and know how to respond to cases of child-on-child abuse. Staff will act immediately to support victims of child-on-child abuse and prevent further harm. Staff will report any suspected cases of child-on-child abuse to the Designated Safeguarding Lead or Deputy DSLs as soon as possible. The DSL will then conduct a risk and needs analysis before deciding how to manage or escalate a report. In most cases (unless there is a risk of harm in doing so) parents and carers of all

children will be informed and the steps taken to safeguard all children will be shared as appropriate. Staff will also refer to the Safeguarding and CP Policy.

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.

Complaints

This section should be read in conjunction with our school's complaint procedure. In respect of this policy, we note that:

- All complaints about the use of force will be investigated thoroughly, promptly and appropriately.
- Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Where a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
- The guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be referred to where a complaint or allegation is made against a member of staff. A full copy of the school's complaints procedures is available on the website and a copy can be requested from the school office