** BOWERHAM PRIMARY & NURSERY SCHOOL**

**&**

**BABY UNIT**

**Positive Behaviour Policy**

**DATE: July 2025**

**Review date: July 2026**

**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.

**Bowerham Primary and Nursery School: Behaviour Policy**

**Introduction**  
At Bowerham Primary and Nursery School, the Headteacher, Mrs. J. Banks, holds overall responsibility for behaviour management. This policy should be read alongside our **Achieving Positive Behaviour in EYFS Policy** to ensure a holistic approach.

**Statement of Principles**  
Our school’s core aim is to ensure that every member of the school community feels valued, respected, and treated fairly. We are committed to fostering a caring community built on mutual trust and respect for all. Our behaviour policy supports a thriving school environment where everyone feels happy, safe, and secure. The *Value of the Half Term* is consistently reinforced throughout our activities.

**Positive Behaviour Expectations**  
We expect every member of the school community to behave considerately towards others. Positive adult role models are pivotal in shaping a child’s behaviour. Therefore, we require all adults in our school to model positive behaviour, demonstrating friendliness, honesty, care, and courtesy towards chdren, parents, and colleagues alike.

This behaviour policy is applied fairly and consistently, ensuring that children grow in a supportive environment, becoming responsible and independent members of the school community.

**Focus on Positive Behaviour**  
We focus on promoting good behaviour rather than merely deterring anti-social behaviour. Our approach rewards positive actions to foster kindness, cooperation, and responsible decision-making. This philosophy is reinforced by our **restorative approach**, where children are encouraged to reflect on their behaviour, its impact on others, and how they can make amends if necessary.

We believe that children have a strong sense of fairness, so we ensure that our behavioural expectations are shared regularly and clearly with them. We provide appropriate strategies to support staff in maintaining consistency and high standards across the school.

**Context**  
This policy should also be read in conjunction with our **Health and Safety Policy**, **Safeguarding Policy**, **Attendance Policy**, **Equalities Statement**, **Curriculum Statement**, **Anti-bullying Policy**, and **SEN Policy**.

**Rewarding Good Behaviour**

We use various methods to reward and celebrate positive behaviour:

* **Praise and Recognition**: Teachers regularly praise and congratulate children for positive behaviour.
* **Team Points**: Children receive team points for good behaviour or work. Each team (Yellow, Red, Green, Blue) accumulates points, with the winning team awarded an extra playtime as a reward.
* **‘Citizen of the Week’**: Pupils in Key Stage 2 nominate peers for the ‘Citizen of the Week’ based on the **Value of the Half Term**. This is recognized on Tapestry and Showbie.
* **Happy Box**: Every week, a child from each class is selected for their brilliant effort or kindness and placed in the Happy Box. Staff can also nominate colleagues for recognition.
* **‘Star of the Week’ and ‘Golden Purple Pen’ Awards**: These are given for outstanding work, effort, or behaviour, including the Golden Purple Pencil for exceptional literacy and the Golden Purple Pen for outstanding mathematics.
* **Class Marbles**: Each class has 50 marbles for teamwork and collective effort. Once they fill their marble pot, they can enjoy a class treat or activity.
* **Communication Books**: Positive comments and stickers are placed in communication books, with postcards sent home for exceptional work or behaviour.

Additionally, we hold a **Celebration Assembly** each half term where team winners and Headteacher awards are announced.

**Bowerham Best**

At Bowerham, we expect children to consistently do their **Bowerham Best**. The six key rules are:

* **Be Gentle**
* **Be kind**
* **We Listen**
* **We Are Honest**
* **We respect property**
* **We Work Hard**

These rules are discussed regularly with children to ensure they are fully understood and followed. Incidents of anti-social behaviour are addressed through class discussions, especially during circle time.

**Consequences**

When children are not meeting our behaviour expectations, appropriate consequences are applied to ensure a safe, positive learning environment.

**Bowerham Rose System (Rec, Year 1, and Year 2)**  
The Bowerham Rose system is designed to guide children through low-level disruptions, with a clear progression of consequences:

1. **Starting Point**: All children begin with a positive starting point on the Bowerham Rose.
2. **Straight Face (Step 1)**: A warning is given if low-level disruption occurs.
3. **Sad Face (Step 2)**: If behaviour persists, a move to the Sad Face is made, with time to reflect on behaviour choices.

The **Bowerham Rose Chart** is kept in a private area to maintain discretion and dignity for all children. Staff use it to identify children needing extra support to return to positive behaviour.

**Reflection and Personal Accountability**

We encourage children to reflect on their actions and understand the consequences in a supportive and constructive way. This process often involves a one-to-one discussion with a member of staff, where children are guided to talk through what happened, explore the impact of their behaviour, and consider what they could do differently next time. A Think Sheet may also be used—particularly following yellow or red card incidents—to help structure this reflection.

Where appropriate, we use social stories to support understanding, especially for younger children or those with additional needs. Children are encouraged to find positive solutions, repair relationships, and say sorry where it is appropriate. The focus is always on learning from mistakes, building emotional awareness, and developing a strong sense of personal responsibility.

**Key Stage 2 Steps Process**  
Children in Key Stage 2 follow a clear and consistent steps process to address misbehaviour, underpinned by the school’s focus on reflection and personal accountability. The system is designed to give children opportunities to correct their behaviour before consequences are applied.

For **low-level disruption**, children are given **verbal warnings** to allow them the chance to reflect and make positive changes. If the behaviour continues, they move up the steps, and a consequence may then be given.

A **yellow card** may be issued, resulting in reflection time and a discussion with an adult to support the child in understanding the impact of their behaviour. A **red card** is given for more serious incidents or continued disruption, and may lead to consequences such as time out of class, missing part of break time, completing a written apology, or working in another classroom.

In more serious or repeated cases, a child may be placed in **isolation**, away from their peers, for a morning, afternoon, or full day. During this time, the child completes work in a separate room with adult supervision, providing a calm environment for focused reflection and learning.

All consequences are proportionate and linked to the behaviour, with the aim of helping children take responsibility and make more positive choices moving forward.

For ongoing concerns, ABC charts and Individual Behaviour Plans (IBPs) are implemented to record behaviour patterns, triggers, and the support needed to promote positive change.

**Equality**

Bowerham is committed to creating a community based on British Values, mutual respect, and understanding. We do not tolerate any form of discrimination, including racism. All members of our school community are entitled to be treated with equal respect regardless of race, culture, nationality, or background.

Racist incidents will be dealt with promptly and investigated thoroughly. The perpetrator(s) will face consequences in line with school policy. Parents will be informed privately and the incident will be recorded for future reference.

**Communication with Parents**

At Bowerham, we recognise that collaboration with parents is key to reinforcing good behaviour. We keep parents updated on their child’s behaviour, sharing both successes and any concerns. All behaviour-related phone calls are made privately to ensure confidentiality.

If a child’s behaviour requires further support, we will work closely with parents and relevant external agencies to ensure the child’s needs are met.

**The Role of Staff**

Staff at Bowerham are role models for positive behaviour. They have high expectations of all children and treat each child fairly. It is their responsibility to maintain the ‘Bowerham Best’ and ensure that children adhere to the behaviour expectations during class time. Staff are encouraged to complete a **Behaviour Incident Overview Sheet** if an incident occurs that may require further action.

**The Role of the Headteacher**

The Headteacher ensures that the behaviour policy is consistently implemented across the school. Serious incidents, such as fixed-term suspensions or permanent exclusions, are the responsibility of the Headteacher, in collaboration with the governing body.

**The Role of Governors**

The Governors are responsible for reviewing the effectiveness of this policy annually, ensuring that it is applied fairly and consistently throughout the school. They also support the Headteacher in upholding high standards of behaviour.

**Exclusions**

We aim to keep all children in school, but in serious cases, exclusions may be necessary. Fixed-term exclusions are temporary, and the child is provided with suitable work during their absence. Permanent exclusions are considered only after consultation with the governing body and parents.

**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 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.  
‘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 from behaving in a way that disrupts a school event or a school trip or visit;
* Prevent a pupil from 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.

**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 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 an 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.