



BOWERHAM PRIMARY & NURSERY SCHOOL

&

BOWERHAM BABY UNIT



Achieving Positive Behaviour

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 the policies and procedures as outlined for Bowerham Primary and Nursery School. Statements highlighted in blue are additional policy statements specific to our Baby Unit.

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

This policy is to also be read in conjunction with Bowerham's Primary and Nursery School Behaviour and Discipline Policy.

Policy Statement

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aims of the Policy

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Expectations

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We will familiarise new staff and volunteers with our behaviour policy and its guidelines for behaviour.

We expect all members of our setting – children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be kept consistently.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect – those used by members of our school.

Strategies used within our programme for personal, social and emotional development to promote and reward positive behaviour:-

In the Baby Unit

- At Bowerham we believe that babies don't need discipline. Babies cry because they're hungry, wet, tired, in pain or need to be held. Responding consistently to a baby's needs builds secure attachments and supports emotional development.
- When they start crawling, babies are actively exploring the world around them. At this age, distracting a baby or offering them an alternative activity when they are doing something you don't like, is going to be more effective than saying 'don't' or showing anger.

In Nursery

- Star reward chart – each child will have their own 'star' and be rewarded with stickers for positive behaviour. When they have 10 stickers, they can take their star home to show their parents.
- Bowerham Bear – each week two children can take home Bowerham Bear for the weekend, in return for doing outstanding work, effort or behaviour. These children are our 'Stars of the Week' and are published on Tapestry.
- Happy box – children's names are put in the happy box; this will then be drawn twice a week to acknowledge brilliant effort or acts of kindness in Nursery.
- Toddlers and pre-schoolers can become emotional and throw tantrums when things aren't going their way, or when they are struggling to express themselves. This is age-

appropriate behaviour. Sometimes the best strategy is simply to distract them with a change of location or activity.

In Reception Class

- Star reward chart –each child will have their own ‘star’ and will be rewarded with stickers for positive behaviour. When they have 10 stickers, they can take their star home to show their parents.
- Team points- children are given individual children team points during P.E based sessions. **Ashton** – Yellow, **Owen** – Red, **Storey** – Green, **Helme** - Blue. These are given to children, either for consistent good work or behaviour, no more than 3 awarded at a time. The winning team each half term is given a ‘Winning Wednesday’ reward of extra playtime in which the Reception Class children have the opportunity be involved in.
- Citizen of the Week- each week two children are chosen to be the Citizens of Week. This is for a child who has demonstrated the ‘Value of the Half Term’ throughout the week - these are published on Tapestry.
- Happy box – children’s names are put in the happy box; this will be then drawn weekly to acknowledge brilliant effort or acts of kindness in school.
- ‘Stars of the Week’ - awarded to two children for outstanding work, effort or behaviour. The two stars of the week can take home Bowerham Bear for the weekend - children’s names are also published on Tapestry.
- Marble days – children are rewarded for whole class teamwork, effort and good behaviour. Once 50 marbles have been transferred into a special jar children are then given the opportunity to choose a reward or treat e.g. visit to the park, fancy dress day. (1 marble is good; 2 marbles is outstanding)
- Each half term we have a whole school Celebration Assembly in which the winning team for Winning Wednesday and the overall half termly head teacher certificates are announced.

Positive Strategies to be used with children who engage in behaviour that requires support

- We require all staff, volunteers and students to use positive strategies for handling any behaviour that requires support by helping children to find solutions in ways which are appropriate for the children’s ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more acceptable response.
- Staff, volunteers and students will also discuss and use the familiar and consistent language of how children can show their ‘Bowerham Best’ through the school rules which are; we are gentle, we listen, we are honest, we look after property, and we work hard.

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.

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.

- We positively affirm considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in their learning how to cope more appropriately.

- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.
- We ensure that all staff are being good role models. Behaving as we would want our children to behave.
- Children with additional 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 ABC chart to review behaviour and triggers.

Reasonable force

We will only use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. All members of staff have the legal power to use reasonable force. Reasonable force will only be used to control or restrain a child to prevent them from hurting themselves or others, from damaging property or from causing disorder. In such incidents staff will always seek the support of the Headteacher, or Senior Leadership Team if they are not available.

Details of such an event (what happened, what action was taken and by whom, and the name of witnesses) will be recorded. The child's parent will be informed on the same day.

Biting

At Bowerham Nursery and Primary School and Baby Unit we follow a positive behaviour policy to always promote positive behaviour. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

At Bowerham Nursery and Primary School and Baby Unit we use the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the

child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session.

- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten. If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager/class teacher will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Partnership with parents/carers

- If a child has a pattern of behaviour that causes concern, we believe to be successful in promoting positive behaviour we must work in partnership with parents/carers. Parents will be regularly informed about their children's behaviour by their key person and we will work with parents to address recurring inconsiderate behaviour, using our observation records/ABC charts/Individual Behaviour Plans to help us understand the cause and to decide jointly how to respond appropriately.
- ABC Charts may also be developed by the class teacher to support recurring behavioural concerns. These will be sent home to support parents where they need support as appropriate.