



Straight... True... Successful

## Relationships and Behaviour Policy

At Bowmandale Primary School, we aim to create a happy, safe, caring and inclusive environment for all children. Promoting good behaviour amongst the children is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Bowmandale.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support our pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour and their actions impact on others. Pupils are supported to identify ways they can resolve conflict and adapt their behaviour if they have caused harm to others. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to resolve problems independently.

### Aims

- To focus on promoting positive behaviours so that all children see themselves as part of a happy and inclusive learning community.
- To develop positive relationships through a restorative approach, which builds self-esteem, promotes self-discipline and which establishes clear expectations of all members of the school community.
- We have very high expectations for behaviour and we encourage children to take responsibility for their own behaviours by developing their understanding of the impact that their choices can have on themselves and others.
- Positive behaviours are modelled, explained, taught, supported and recognised. These are embedded throughout the school day; for example through agreed class charters, Jigsaw PSHE lessons, RSE sessions, house themes, circle time and assemblies.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all children can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To recognise the importance of effective and specific teaching and learning in promoting positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

## School Expectations

Bowmandale Primary School adheres to 'Gold Standard' behaviour expectations as the basis for our school expectations with regards to behaviour and values.

The expectations are designed to focus on positive action rather than what children should not do. These have been agreed by staff and pupils, to ensure consistency and fairness in all areas of school life. However, as an inclusive school we do recognise that all children are unique, with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. The 'Gold Standard' behaviour expectations are displayed in all classrooms. Everyone is responsible for the behaviour of all children, and adults should reinforce the expectations consistently.

*Our Gold Standard behaviours:*

- Make positive behaviour choices at all times (no entries on the class behaviour chart during the week)
- Consistently follow all school policies eg. Gold Standard behaviour, presentation of work
- Treat others respectfully and fairly
- Listen to other people's views, even if you disagree with them
- Show initiative (do something without being asked) and kindness
- Act on any advice given by an adult (in books, corridors, outside)
- Achieve **above and beyond** what you were expected to do in your learning
- Demonstrate improvements in behaviour/work through effort
- Demonstrate fabulous 'team work' by listening, supporting others and making positive contributions
- Always show a Growth Mindset by persevering and not giving up when faced with challenges
- Demonstrate consistent effort in your work (always trying your very best)

Children are awarded tokens for demonstrating Gold Standard behaviour; these are exchanged for 'stars' which are collected in a 'star chart' at the end of each week (detailed in the rewards section).

## Our Community's Responsibilities

We are all responsible for facilitating the learning and promoting the wellbeing of all children:

The school aims to:

- Provide a happy, safe and positive environment for learning
- Provide a challenging and engaging curriculum that inspires awe and wonder
- Value and celebrate children's efforts, achievements and behaviour

To understand the needs of all children and to respond appropriately we will:

- Treat all children fairly, equally and consistently
- Communicate effectively with each other (TA, teacher, SLT, family) to help support children's learning and behavioural needs
- Actively teach children to make positive choices
- Help children to understand the consequences of their choices through Restorative Practice
- Give all children the chance of a new start throughout the day and every day
- Celebrate successes, however small or large
- Maintain, support and promote the high expectations we have of children's behaviour and learning
- Make time to listen to children and ensure every child feels valued
- Use language that supports positive behaviour choices, rather than judgmental language
- Make reasonable adjustments for children who struggle to manage their own behaviour

## **Restorative Practice (RP)**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual member of our school community is responsible for their own behaviour. The Restorative Framework is based upon 'knowing the effect that I have on others'.

Making changes to the way we approach incidences and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing relationships, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP. We understand the importance of modelling positive language, behaviour and taking time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

## **Rewards**

We have a set of rewards and consequences which are known in school and which are applied consistently and fairly by all.

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

**Staff congratulating children:** Voice tone, body language and a smile are used to acknowledge positive behaviour choices.

**Stickers and Stamps:** Staff may give children stickers and stampers.

**Praise:** Adults use their knowledge of the children to decide when it is appropriate to praise children discreetly or publicly.

**\*Good Behaviour & Growth Mindset Assembly:** Each week we nominate one child from each class to receive a Gold Standard Behaviour Trophy, which sits, pride of place on their desk, for a week. Children who receive the Gold Standard Behaviour Trophy are invited to attend a Head Teacher's tea party on a Friday to celebrate their achievement.

**Gold Standard Individual Star Awards:** Children are awarded tokens for demonstrating Gold Standard behaviour; these are exchanged for 'stars' at the end of each week. Children collect their 'stars' in a star chart to enable them achieve the following individual awards:

- **40 Stars-Bronze Award:** Each pupil gets a Bronze certificate and a personal reward. When all pupils in the class gain their Bronze Award the whole class gets 1 hour reward time (decided with the class teacher).
- **80 Stars- Silver Award:** Each pupil gets a Silver certificate and a personal reward. When all pupils in the class gain their Silver Award the whole class gets half a day reward time (decided with the class teacher).
- **120 Stars- Gold Award:** Each pupil gets a Gold certificate and a personal reward. When all pupils in the class gain their Gold Award the whole class gets a full day reward time (decided with the class teacher).
- **160 Stars – Platinum Award:** Each pupil gets a Platinum certificate and a personal reward.
- **180 Stars – Head Teacher Special Award:** Each pupil gets a Head Teacher certificate and a personal reward.
- **200 Stars – Governors' Special Award:** Each pupil gets a Governors Special certificate and a personal reward.

**\*Gold Standard Team Star Awards:** Stars are usually collected every Friday by House Captains in order to find out the weekly house point winner. Children in the winning house team earn an extra 10 minutes reward time on a Friday afternoon to add to their class or individual reward time. The weekly house team trophy is presented to house captains and decorated with the house team's coloured ribbon. This stands proudly in the entrance with the other house team competition trophies.

**Class Reward Time:** We believe that when we work together as a team, we can achieve more. Using this philosophy, all children in the class are encouraged to work together as a team to earn a maximum of 25 minutes class reward time each week. This time is earned each day rather than time being 'taken away' for poor behaviour choices.

Minutes can be earned each day in the following way:

<b>All children following Gold Standard</b>	<b>1-2 children making poor behaviour choices</b>	<b>3-4 children making poor behaviour choices</b>	<b>5-6 children making poor behaviour choices</b>	<b>6+ children making poor behaviour choices</b>
5 minutes class reward time earned	4 minutes class reward time earned	3 minutes class reward time earned	2 minutes class reward time earned	1 minute class reward time earned

Whilst we encourage all children to work together to earn this reward time, we fully acknowledge that there may be some children who may need a more flexible approach to supporting their behavioural needs for a variety of reasons. In these cases, these children would have their own individualised behaviour plan, agreed in partnership with their families. The class would not be prevented from earning a whole class reward as a result of children who regularly require additional support with their behaviour.

**Individual Role Model Rewards:** In recognition of individual children showing consistently positive or Gold Standard behaviour, children can also each earn individual reward time to add to their class reward time each week. Any children who have not had their name recorded on the class behaviour chart during the week will earn an additional 5 minutes reward time at the end of the week.

**\*Behaviour Reward Certificates:** Every half term, a Headteacher's Positive Behaviour Assembly takes place, in which children who have consistently demonstrated Gold Standard behaviours receive a certificate. At this assembly, one child is also nominated from each year group and their photograph is placed in the award board in the corridor.

In accordance with our Growth Mindset philosophy, we firmly believe and instil in the children that it's OK to make mistakes. In recognition that everyone makes mistakes, and that mistakes help us to learn, we still award certificates to children who have had up to three level 1 incidents or one level 2 incident during the half term. This gives them another chance to make positive behaviour choices without being penalised for the entire half term, and reinforces the idea that 'tomorrow is a new day'.

These are the whole school systems, but we and the children value individual teachers taking their own initiative in their classroom and having their own behaviour systems, which enhance these. Examples of systems teachers have used are: classroom monitors/helpers, pupil of the week, raffle tickets, table of the week, marbles in a jar, etc. These are regularly discussed and shared with the children.

**\*Wider School Responsibilities:** As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school.

These include, but are not limited to:

- House Captains and Vice-Captains
- Membership of the School Council;
- Playground Buddies;
- Reading buddies
- Members of the Eco committee;
- Sports Leaders
- Digital Ambassadors

*\*Current COVID-19 guidelines mean that the ‘team’ element of star awards, assemblies, additional wider school responsibilities and the Headteacher’s tea party cannot currently take place but these will resume as and when guidelines change to allow us to do so. i.e. collecting house points and awarding a weekly trophy*

## Consequences

Inevitably, there are times when consequences have to be applied to ensure a safe and positive learning environment and to support children with their understanding of how their actions impact on others. We employ each consequence appropriately to each individual situation and based upon the following principles:

- When applying consequences, we make a point of never criticising the person, only their actions. We separate the behaviour from the child and talk about behaviour choices;
- Consequences are given **as soon as possible** after the poor behaviour choice has been made so that children can link the consequence with their actions and it isn’t carried with them all week;
- We try to “catch” children behaving well and praise them appropriately;
- We give positive instructions, “Please walk” rather than, “Don’t run”;
- When children have made poor behaviour choices, we discuss this with them in a calm and assertive manner, at an age-appropriate level;
- We consistently ensure that we initially give children a verbal reminder and explain clearly the behaviours they expect to see before placing the child’s name on the class behaviour chart;
- All consequences are followed up by a Restorative Practice chat to repair relationships and to encourage children to think about the impact of their actions and consider what they will differently next time

## Class Behaviour Charts

At Bowmandale Primary School, incidents of poor behaviour choices are recorded on a behaviour chart on a weekly basis, to enable us to monitor closely which children may need additional support with their behaviour choices. The class behaviour chart operates on different levels as follows:

Level	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>• Not following Gold Standard Expectations</li> <li>• Pushing in line</li> <li>• Calling out</li> <li>• Out of seat</li> <li>• Talking during teacher input</li> <li>• Off task behaviour after a reminder</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviours (&gt;3)</li> <li>• Rough play following reminders</li> <li>• Inappropriate physical contact – pulling hair, poking, flicking, etc.</li> <li>• Play fighting</li> <li>• Deliberate work refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Rudeness, answering back and deliberate use of unkind words, name calling</li> <li>• Persistent Level 2 behaviours (&gt;3)</li> <li>• Deliberate damage to property and equipment</li> <li>• Bad language</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing directed at somebody</li> <li>• Persistent Level 3 behaviours (&gt;3)</li> <li>• Threatening violence</li> </ul>	<ul style="list-style-type: none"> <li>• All acts of directed physical aggression</li> <li>• Serious damage to property or equipment</li> <li>• Only very serious incidents on this level</li> <li>• Deliberately taking property that doesn’t belong to them</li> </ul>
<b>Consequences</b>  <b>*Please note - these should be as soon as possible following the behaviour – i.e. the day it happens so each day is a fresh start.</b>	<ul style="list-style-type: none"> <li>• This consists of a warning &amp; RP chat with adult to reflect on behaviours <b>after a reminder has been given</b></li> <li>• Child’s name noted on L1</li> <li>• Detail <b>frequent or persistent L1</b> on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes reflection time at break time with adult on duty</li> <li>• RP chat with adult to reflect on behaviours</li> <li>• Child’s name noted on L2</li> <li>• Detail <b>frequent or persistent L2</b> on CPOMS and discuss with SLT to agree ways to support</li> </ul>	<ul style="list-style-type: none"> <li>• 10 minutes reflection time at break time with adult on duty</li> <li>• RP chat with adult to reflect on behaviours</li> <li>• Child’s name noted on L3</li> <li>• Detail on CPOMS</li> <li>• Discuss with SLT to agree support required</li> </ul>	<ul style="list-style-type: none"> <li>• All break time for reflection with adult on duty</li> <li>• RP discussion &amp; apology with adult</li> <li>• Teacher discuss with parents at home time</li> <li>• Child’s name noted on L4</li> <li>• Detail on CPOMS</li> <li>• Child to discuss with LT/ED to agree targets for support</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime reflection with SLT</li> <li>• RP discussion &amp; apology with adult</li> <li>• Child’s name noted on L5</li> <li>• LT/ED contact family <b>during school day</b></li> <li>• Detail on CPOMS</li> <li>• Child to discuss with LT/ED to agree targets for support</li> </ul>

## **A Restorative Approach**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or to repair the relationship. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and to resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties. We use the following questions in this process:

**What happened?** *Drawing out each person's account one at a time, starting with the person whose actions have caused harm or upset. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.*

**What do you think and how do you feel about that?** *What each person was thinking and feeling at the time, before and since.*

**Who has been affected and how?** *Who has been harmed or affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.*

**What are the needs of those involved?** *What those affected need to feel better, move on, repair harm and rebuild relationships.*

**What do you think needs to happen next/to make things right?** *How do can we agree to meet the needs identified above and what support might the child need to do this? Adults support children in this process but try to ensure that the children form their own agreement when possible. The children can refer to the behaviour levels shown on the class behaviour chart to consider how they can make appropriate amends with the high expectations of the school community.*

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

## **Repeated Incidents of Poor Behaviour Choices or Extreme Behaviour**

If pupils are repeatedly making poor behaviour choices, a member of the Senior Leadership Team will meet with the child to discuss with them, in a positive and reflective way, how they can support them to improve their behaviours. This may mean adapting our behaviour system for children if they are struggling with their behaviours; for example, through individualised rewards and targets. We always ensure that we are working in partnership with families to ensure the best outcomes for our children.

If a child continues to struggle to improve their behaviour, it may be necessary to move to the next level of intervention. This could be in the form of an Individual Behaviour Plan (IBP), or in extreme cases, a positive handling plan for children who required to be kept safe through the use of Team Teach techniques. Children may be offered specific interventions with adults in our pastoral team who work with them on solution focussed targets to improve their behaviour and emotional wellbeing.

There are times when the advice of outside agencies may be required. This would be a result of a discussion between the class teacher, SENCO or Headteacher and always in partnership with families. Alternatively, a referral may be made as a result of an action from a review meeting, again in partnership with families.

In extreme cases, where all of the strategies outlined have been unsuccessful, the next level may be a fixed-term exclusion.

## **Exclusions**

As an inclusive school, we always work extremely hard to develop strategies to include all children, to understand their different needs and to acknowledge that sometimes, children may require additional support for a variety of reasons. However, in extreme cases and always as a last resort, it may be necessary for the school to make exclusions to maintain the health and safety of everyone in our community.

**Internal exclusion:** Internal exclusion will be at the discretion of the SLT and will be in response to a culmination of serious behaviour incidents or extremely serious single incidents. Adults will work together to arrange for the supervision of a child by a member of SLT for that day. Any pupil on internal exclusion will not be allowed out to play at all that day.

**External exclusion:** Only the Headteacher and Deputy Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been exhausted or there has been an extremely serious incident where the health and safety/well-being of others and the pupils themselves has been compromised. An example of an external exclusion would be: assaulting other children and adults, swearing, damage to property, bringing dangerous items onto the school site. At all times, the Special Educational Needs or Disabilities of children must be considered, and reasonable adjustments made before making the decision to exclude a child. The consequences of exclusion on the child's emotional wellbeing must also be taken into consideration before making such a decision.

## **Health and Safety**

The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Adults will intervene and use reasonable force to prevent a child injuring themselves, another child or staff member, or if a child is damaging property. Staff will utilise techniques from their 'Team Teach' training and a safe space is used to help pupils regulate their behaviour.

The actions that we take are in line with government guidelines on the use of reasonable force.

### **Confiscation of inappropriate items and power to search**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be retained until the carer collects them.

Staff have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules (i.e. mobile phones).

Weapons, knives and extreme or child pornography must always be handed over to the police; otherwise it is for the staff member to decide if and when to return a confiscated item.

### **Pupils' Behaviour Choices Outside of the School Gates**

We encourage children to be good role models consistently, even when they are outside the school premises. We will work in partnership with families to support children when poor behaviour choices are observed. This includes when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

### **Pupils Representing the School**

Pupils who represent the school have a responsibility to be good ambassadors, whether this is for a sporting event or going on a visit to the local church. If a child makes poor behaviour choices whilst representing the school, they will be unable to participate in the next event that they are eligible for.

Similarly, if a child consistently makes poor behaviour choices in school then they may not be allowed on an educational visit, if it is deemed that it would compromise the health and safety of themselves or others. This decision will be made by the Headteacher, in consultation with other school staff who work with this pupil and with the child's parents/ carers.

### **Children with Additional Needs**

At Bowmandale Primary School, every child matters. We recognise that some children may struggle emotionally and socially and that individual support will be required. For those identified as requiring additional support with their behaviour, the system may be altered and adapted to meet the child's needs. These children stand outside the policy according to their IEP/IBP or positive handling plan, which will indicate the actions planned to address and support their needs in consultation with the Headteacher/ Deputy Headteacher, SENCO, pupil, class teacher and parents/ carers.

## **Bullying**

At Bowmandale, we firmly believe that bullying is absolutely unacceptable. We therefore do all we can to prevent it, by developing a school ethos whereby bullying is regarded as unacceptable and will not be tolerated. We aim to challenge attitudes about bullying behaviour, increase understanding for pupils, teach children to be assertive and to stand up against bullying in order to build an anti-bullying ethos in the school. By raising awareness of any signs of bullying and producing a consistent school response to any bullying incidents that may occur, we will create a safer environment for all our pupils. (Please see Anti-Bullying Policy for further information)

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school's behaviour policy consistently throughout the school and to report to governors 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 supports staff by implementing the policy, by setting the expected standards of behaviour and by supporting staff in the implementation of this policy. The Headteacher keeps records of all serious incidents and persistent low level incidents of behaviour through CPOMs and the class behaviour charts. These are reported to governors through the termly Headteacher's report.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. In the absence of the Headteacher, the Deputy Headteacher will take on this delegated role.

For repeated or very serious acts of anti-social behaviour, despite having made appropriate and reasonable adjustments to support the child to improve their behaviour, the Headteacher may call upon the governors to decide whether to permanently exclude a child.

### **The Role of the Governing Body**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines and these are outlined in the school's Behaviour Principles.