Bowlee Park Community Primary School

Behaviour policy and statement of behaviour principles

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1. Introduction and Aims

Introduction

We are a community whose values are built on mutual trust and respect for all. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school can learn and work together in a supportive way.

We expect every member of its community to behave in a considerate way towards others. All visitors to school, including parents and carers are expected to maintain a good standard of behaviour to reflect the mutual respect required between visitors and school staff. Children are expected to take responsibility for their actions and make the right choices. They are encouraged to become responsible members of our school community.

We believe good behaviour is essential for effective teaching and learning to take place.

Our School Motto; Knowledge… your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility. British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect. Rights Respecting Schools - Article 28; 'Every child has the right to an education.'

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Bowlee Behaviour Principles: READY, RESPECTFUL AND SAFE

These three principles guide all children's behaviour at Bowlee Park School.

- Every child should **be ready** to learn and aim to do their best.
- All members of the school community should **be respectful** towards others at all times.
- All members of the school community should **be safe** and be free from discrimination, harassment, victimisation and any other conduct as set out in the Equality Act 2010.

We expect our pupils to demonstrate the following behaviours throughout the school day, during their journeys to and from school and when they are out in our local community.

Be Ready:

- **Be in school** – we aim to be in school all day, every day to give us the best opportunity to learn and achieve.
- **Be on time** – we aim to be at school and in lessons on time so we can make the most of every learning opportunity and develop good habits that will help us in our working lives when we leave school.
- **Be in uniform** – we wear our uniform with pride.
- **Bring what you need** – we have the correct equipment for school so we can engage in the lessons quickly.
- **Take part** - we take advantage of all opportunities for learning and the wider curriculum that school offers.

Be Respectful:

- **Listen** - We listen to each other.
- **Follow instructions** – we follow all adult instructions in school.
- **Show good manners** – we show good manners at all times.
- **Care for our community** – we make sure we are polite and respectful to members of the community on our way to and from school.
- **Care for our environment** – we care for our environment by picking up litter and leaving rooms tidy.

Be Safe:

- **Follow rules** – we follow all school rules and understand they are there to keep us safe. We walk in the school building and stay on the left in corridors or on staircases
- **Tell a trusted adult** – we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.
- **Talk about worries** - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.
- **Report child on child abuse –** we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.
- **Be safe online** - we keep ourselves safe online at school and at home – we make sure that strangers can't access to our personal details.
- **Be safe outside school –** We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents, teachers and school staff.
- A child can improve their behaviour and school staff assist pupils to manage their behaviour effectively.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal and any other drugs including medication
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy available on our website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

There is a behaviour and attitudes curriculum that defines the behaviours and habits we expect pupils to demonstrate. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. We develop pupils' character through our behaviour curriculum. In order to build character, link the behaviours and habits that we expect students to demonstrate to our Bowlee Values. We want to support our pupils to grow into adults who are respectful, resilient, responsible, cooperative, kind and ambitious.

Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content. The content of the curriculum is taught and reinforced through all curriculum subjects, such as PSHE, and our personal development programme.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N – Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The behaviour and attitudes curriculum can be found in Appendix 2. The stepped approach staff use to manage behaviour is in Appendix 3.

6.1 Mobile phones

Our approach to pupils bringing their mobile phones into school

- Pupils who walk to and from school without an adult may carry a mobile phone for safety. In these cases, children may bring a mobile phone to school.
- Parents and carers must be aware that whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.
- We alert parents and carers to the risks of using a mobile phone while walking to and from school. Children who are concentrating on using their phone can have reduced general safety awareness which may result in road accidents or injury.
- When a child needs to bring a phone into school the phone must be given to the class teacher upon entering school. Phones will be secured in a locked cupboard throughout the day. The child will be given their phone when leaving the school building at the end of the day.
- Pupils are not allowed to bring mobile phones into any other area of the school.
- Any mobile phones discovered to have been brought into the school and not handed in to the class teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office.
- Pupils are not allowed to take mobile phones on any school trips.
- Pupils who attend a club after school must not switch their phone on until they leave the school building.
- During clubs all phones must be out of sight
- If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, parents or carers will be asked to collect the phone from a member of the senior leadership team. In circumstances where there is a suspicion that the material on the mobile phone may provide evidence relating to a criminal offence the phone will be handed over to the school's safeguarding lead or to the head teacher for further investigation.
- Pupils are not allowed to wear smart watches
- All phones brought to school are done so at the owners risk and school is not liable for any loss or damage.

Sanctions for inappropriate use of mobile phone

- Pupils are not permitted to use their phones whilst on the school site and, if a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and the pupil will receive a consequence in line with the school's behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.
- Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be allowed to bring a phone into school.
- Pupils are not entitled to log on to the school network using their mobile phones or other personal electronic devices.
- Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.
Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. A positive classroom atmosphere together with encouragement, praise and recognition of effort and achievement are key to successful classroom management. Pupils are taught how to make good choices and given strategies to manage their own behaviour. Teachers and teaching assistants recognise that effective conditions for learning impact positively on classroom behaviour.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour principles, the behaviour curriculum and their own class charter
- Provide a good role model; they co-operate and support one another and treat colleagues and pupils with courtesy, consideration and respect
- Refer to the Bowlee values to recognise positive behaviours and where those behaviours are not met
- Develop a positive relationship with pupils, which includes:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Dealing with low-level disruption by following school procedures
    - Using positive reinforcement
    - Help to raise the levels of pupils' self-esteem.
    - Implement reward and sanctions systems consistently and fairly.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This is available on our website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise

- Communicating praise to parents via a phone call or written correspondence
- Certificates, prizes, special assemblies, stickers, merit points etc.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as a letter of apology
- Expecting work to be completed at home, or at break or lunchtime
- Supervision at break or lunchtime
- Loss of privileges
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Sending the pupil to another class or area for 'time out'
- Putting a pupil 'on a behaviour log'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Our Positive Handling Policy outlines our approach to the use of reasonable force. This is available on our website.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times and parents informed immediately.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information. This is available on our website.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. Available on our website.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break time and lunchtimes. We call these ‘supervision’.

The school will decide whether it is necessary to inform the pupil’s parents.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team or a specified teacher, and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with family liaison officer
- Use of teaching assistants
- Short term behaviour logs
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular contact with the phase leader
- A behaviour log with personalised behaviour goals
- Positive behaviour plan
- Emotional literacy support

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

An induction meeting with parents of all new starters outlines the school behaviour policy and expectations.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils in their class
- How SEND and mental health needs impact behaviour
- The proper use of restraint

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile communications policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

Bowlee Behaviour Principles: READY, RESPECTFUL AND SAFE

These three principles guide all children's behaviour at Bowlee Park School.

- Every child should **be ready** to learn and aim to do their best.
- All members of the school community should **be respectful** towards others at all times.
- All members of the school community should **be safe** and be free from discrimination, harassment, victimisation and any other conduct as set out in the Equality Act 2010.

We expect our pupils to demonstrate the following behaviours throughout the school day, during their journeys to and from school and when they are out in our local community.

Be Ready:

- **Be in school** – we aim to be in school all day, every day to give us the best opportunity to learn and achieve.
- **Be on time** – we aim to be at school and in lessons on time so we can make the most of every learning opportunity and develop good habits that will help us in our working lives when we leave school.
- **Be in uniform** – we wear our uniform with pride.
- **Bring what you need** – we have the correct equipment for school so we can engage in the lessons quickly.
- **Take part** - we take advantage of all opportunities for learning and the wider curriculum that school offers.

Be Respectful:

- **Listen** - We listen to each other.
- **Follow instructions** – we follow all adult instructions in school.
- **Show good manners** – we show good manners at all times.
- **Care for our community** – we make sure we are polite and respectful to members of the community on our way to and from school.
- **Care for our environment** – we care for our environment by picking up litter and leaving rooms tidy.

Be Safe:

- **Follow rules** – we follow all school rules and understand they are there to keep us safe. We walk in the school building and stay on the left in corridors or on staircases
- **Tell a trusted adult** – we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.
- **Talk about worries** - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.
- **Report child on child abuse –** we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.
- **Be safe online** - we keep ourselves safe online at school and at home – we make sure that strangers can't access to our personal details.
- **Be safe outside school –** We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

Our policy is based on the belief that:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Good behaviour is not automatically learned but needs to be taught and supported by parents, teachers and school staff.
- A child can improve their behaviour and school staff assist pupils to manage their behaviour effectively
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board annually

Appendix 2 Behaviour and Attitudes Curriculum Content

Bowlee Behaviour Principles: READY, RESPECTFUL AND SAFE

These three principles guide all children's behaviour at Bowlee Park School.

- Every child should **be ready** to learn and aim to do their best.
- All members of the school community should **be respectful** towards others at all times.
- All members of the school community should **be safe** and be free from discrimination, harassment, victimisation and any other conduct as set out in the Equality Act 2010.

We expect our pupils to demonstrate the following behaviours throughout the school day, during their journeys to and from school and when they are out in our local community.

Be Ready:

- **Be in school** – we aim to be in school all day, every day to give us the best opportunity to learn and achieve.
- **Be on time** – we aim to be at school and in lessons on time so we can make the most of every learning opportunity and develop good habits that will help us in our working lives when we leave school.
- **Be in uniform** – we wear our uniform with pride.
- **Bring what you need** – we have the correct equipment for school so we can engage in the lessons quickly.
- **Take part** - we take advantage of all opportunities for learning and the wider curriculum that school offers.

Be Respectful:

- **Listen** - We listen to each other.
- **Follow instructions** – we follow all adult instructions in school.
- **Show good manners** – we show good manners at all times.
- **Care for our community** – we make sure we are polite and respectful to members of the community on our way to and from school.
- **Care for our environment** – we care for our environment by picking up litter and leaving rooms tidy.

Be Safe:

- **Follow rules** – we follow all school rules and understand they are there to keep us safe. We walk in the school building and stay on the left in corridors or on staircases
- **Tell a trusted adult** – we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.
- **Talk about worries** - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.
- **Report child on child abuse –** we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.
- **Be safe online** - we keep ourselves safe online at school and at home – we make sure that strangers can't access to our personal details.
- **Be safe outside school –** We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

KS2 Behaviour Expectations

We link our behaviour expectations to our Bowlee Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful…		
We…	**We don't…**	**Consequence…**
• follow instructions	• refuse instruction	warning
• listen to adults	• talk over adults • shout out	warning
• complete our work	• talk instead of working • make disruptive noises • distract others leave our desk without permission	warning
• use appropriate body language	• roll our eyes • shrug shoulders • tip on chairs	warning
• use respectful language	• use rude or aggressive backchat • swear • use derogatory or offensive language related to race, religion, disability, gender or sexuality	supervision
• comply with school rules	• act defiantly • throw objects	supervision
We are Kind…		
We…	**We don't…**	**Consequence…**
• we care for each other	• use offensive remarks • name call • rough play • make physical threats • make verbal threats	supervision
• use kind hands	• fight with others • kick • hit • elbow • touch each other inappropriately (including private areas)	supervision
We are Responsible…		
We…	**We don't…**	**Consequence…**
• stay on task and complete our work	• fail to stay on task	warning
• complete our homework	• fail to do our homework	warning
• tell the truth	• don't tell lies	supervision
• care for property	• drop litter • leave areas untidy • cause minor damage to property • vandalise property	warning supervision
We are Cooperative…		
We…	**We don't…**	**Consequence…**
• collaborate with partners and in groups	• leave anyone out • half-heartedly take part in collaborative work	warning
• line up sensibly and walk appropriately	• push in the line • run in the corridor	warning
We are Resilient		
We…	**We don't…**	**Consequence…**
• carry on even when things are difficult	• refuse	warning
We are Ambitious…		
We…	**We don't…**	**Consequence…**
• we try our best at all times	• have a poor attitude to learning	warning

Warnings: At first you will be given a verbal reminder of the school expectations. If your behaviour does not improve you will be given a warning. If you get two or three warnings you will miss part of your break time. If you receive a fourth warning you will be exited for a full session to work in another class and you will receive a lunchtime supervision. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.

KS1 Behaviour Expectations

We link our behaviour expectations to our Bowlee Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful…		
We…	**We don't…**	**Consequence…**
• follow instructions	• refuse instruction	warning
• listen to adults	• talk over adults • shout out	warning
• complete our work	• talk instead of working • make disruptive noises • distract others leave our desk without permission	warning
• use appropriate body language	• roll our eyes • shrug shoulders • tip on chairs	warning
• use respectful language	• use rude or aggressive backchat • swear • use derogatory or offensive language related to race, religion, disability, gender or sexuality	lunchtime reflection
• comply with school rules	• act defiantly • throw objects	lunchtime reflection
We are Kind…		
We…	**We don't…**	**Consequence…**
• we care for each other	• use offensive remarks • name call • rough play • make physical threats • make verbal threats	lunchtime reflection
• use kind hands	• fight with others • kick • hit • elbow • touch each other inappropriately (including private areas)	lunchtime reflection
We are Responsible…		
We…	**We don't…**	**Consequence…**
• stay on task and complete our work	• fail to stay on task	warning
• complete our homework	• fail to do our homework	warning
• tell the truth	• don't tell lies	lunchtime reflection
• care for property	• drop litter • leave areas untidy • cause minor damage to property • vandalise property	warning lunchtime reflection
We are Cooperative…		
We…	**We don't…**	**Consequence…**
• collaborate with partners and in groups	• leave anyone out • half-heartedly take part in collaborative work	warning
• line up sensibly and walk appropriately	• push in the line • run in the corridor	warning
We are Resilient		
We…	**We don't…**	**Consequence…**
• carry on even when things are difficult	• refuse	warning
We are Ambitious…		
We…	**We don't…**	**Consequence…**
• we try our best at all times	• have a poor attitude to learning	warning

Warnings: Warnings: You will get a verbal reminder of the school expectations. If you do not improve your behaviour you will be given a warning. If you receive 2 warnings you will have a 5-minute timeout. A 3rd warning means you will walk around with an adult at playtime. If you continue and receive a 4th warning you will be exited from class and receive a lunchtime reflection. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.

EYFS Behaviour Expectations

We link our behaviour expectations to our Bowlee Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful…		
We…	**We don't…**	**Consequence…**
• listen to adults and each other • sit and listen to the adult on the carpet • walk down the corridor • follow adult instructions	• shout at others • speak to our friends when the teacher is speaking • run down the corridor • ignore adult instructions	Spoken to by the teacher – reminder to be kind Time out given if it happens again within the same day straight after the incident If a further incident occurs that day child to remain with adult on duty for 5 minutes of their playtime / lunchtime Further incidents will result in a exit from their class to YGL for the remainder of the session Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence
We are Kind…		
We…	**We don't…**	
• say nice things to each other • look after each other • smile at each other • help our friends • have kind hands	• call people names • say mean things • hurt people including children and adults	
We are Responsible…		
We…	**We don't…**	
• tell the truth • take care our belongings and school equipment • tidy up after ourselves • bring my book bag to school	• tell lies • don't break or damage equipment • leave things on the floor or tables	
We are Cooperative…		
We…	**We don't…**	
• share • take turns • play with others	• push other children • snatch from each other • take other people things	
We are Resilient		
We…	**We don't…**	
• keep going even if we find it hard	• give up without trying	
We are Ambitious…		
We…	**We don't…**	
• always try our best	• give up without trying	

Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR.

- S - Sitting or standing up straight
- T - Tracking the teacher
- A - Attention at all times
- R - Respect towards others

Fantastic Walking

Know that we walk around school using **Fantastic Walking**. Know that Fantastic Walking means -

- Facing forward
- Walking in a straight line and keep up with the person in front of me
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening

Know that we use Fantastic Listening in class. This means that we use STAR -

- S - Sitting or standing up straight
- T - Tracking the teacher
- A - Attention at all times
- R - Respect towards others

Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions. Know that pupils who do not follow school rules will have a consequence for this.

Fantastic Contributing

Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a ‘good morning’.

Know that I hang my coat up, put my lunchboxes on the trolley and get out my reading book, record and homework.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

Using good manners

Know that I should always say 'please' when I am asking for something.

Know that I should always say 'thank you' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Using the Stairs

Know that I keep to a single line.

Know that I keep to the left.

Know that my left hand is on the handrail.

Know that I do not talk.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away.

Know that I must walk back to my classroom using Fantastic Walking.

Lunchtime

Know that I use Fantastic Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not raise my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin.

Know that I use Fantastic Walking when walking from the dining hall to the playground.

Completing work in books

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting.

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet, sit/stand at my table.

Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals (3) I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not leave my seat during a lesson unless I have asked to do so.

Know that I should use the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

British Values

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Protected Characteristics

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics. You are protected under the Equality Act 2010 from these types of discrimination.

Appendix 3 : Stepped approaches

Stepped Approach KS2

<table>
<tr><td colspan="2">Reminder of our behaviour principles
Be Ready
Be Respectful
Be Safe</td></tr>
<tr><td>Reminder of choice

Give thinking time 5 mins and a thinking card</td><td>‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’</td></tr>
<tr><td>Restorative behaviour conversation with teacher/TA, after thinking time

Take the thinking card back</td><td>Possible questions:
What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today)</td></tr>
<tr><td>If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop</td><td>‘We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Bowlee Park we are (STATE VALUE) and we (STATE SPECIFIC EXPECTATION).’</td></tr>
<tr><td>4th Warning (3rd if TA leading class) – exit from class for a full session (to work in another class) and a supervision

On return to class restorative behaviour conversation with teacher/TA

Parent/carer to be informed of exit by class teacher</td><td>Use prompts above.</td></tr>
<tr><td>Supervision – loss of part of break time and lunch time play for one day. Child to get a 10 minute break in the morning supervised by an adult.

During the lunch time supervision behaviour mentoring conversation with SLT.</td><td>What happened? What did you try? Why do you think that did not work? What can we do next time?</td></tr>
<tr><td colspan="2">2 exits within a 6 week period – meeting arranged by teacher to place child on a behaviour log. This is a two week monitoring programme. Two targets set for the child to support improved behaviour. Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed.</td></tr>
<tr><td>Some behaviours result in an immediate supervision (see the behaviour expectations document).

Restorative behaviour conversation with teacher/TA dealing with the incident</td><td>Firstly, make it explicit what is not acceptable and what is expected. Then mentor - What happened? What did you try? Why do you think that did not work? What can we do next time?</td></tr>
<tr><td colspan="2">Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may contact parents for a meeting and may place them on a behaviour log without two exits in a 6 week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.

Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a suspension or an exclusion.</td></tr>
</table>

Stepped Approach KS1

<table>
<tr><td colspan="2">Reminder of our behaviour principles
Be Ready
Be Respectful
Be Safe</td></tr>
<tr><td>Reminder of choice

Give thinking time 5 mins and a thinking card</td><td>‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’</td></tr>
<tr><td>Restorative behaviour conversation with teacher/TA, after thinking time

Take the thinking card back</td><td>Possible questions:
What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today)</td></tr>
<tr><td>If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop</td><td>‘We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Bowlee Park we are (STATE VALUE) and we (STATE SPECIFIC EXPECATION).’</td></tr>
<tr><td>2 warnings – child will have a 5 minute time out on a thinking spot</td><td>‘You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION).

Follow with restorative questions as appropriate.</td></tr>
<tr><td>3 warnings – child to miss play. Child to walk round with an adult at playtime.</td><td>‘You have missed play for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION).

Follow with restorative questions as appropriate.</td></tr>
<tr><td>4th Warning (3rd if TA leading class) – exit from class for a full session (to work in another class) and a lunchtime reflection

On return to class restorative behaviour conversation with teacher/TA
Parent/carer to be informed of exit by class teacher</td><td>Use prompts above.</td></tr>
<tr><td>Lunchtime reflection – loss of part of lunch break for one day.

During the lunch time reflection behaviour mentoring conversation with SLT.</td><td>What happened? What did you try? Why do you think that did not work? What can we do next time?</td></tr>
<tr><td colspan="2">2 exits within a 6 week period – meeting arranged by teacher to place child on a behaviour log. This is a two week monitoring programme. Two targets set for the child to support improved behaviour. Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed.</td></tr>
<tr><td>Some behaviours result in an immediate supervision (see the behaviour expectations document).

Restorative behaviour conversation with teacher/TA dealing with the incident</td><td>Firstly, make it explicit what is not acceptable and what is expected. Then mentor - What happened? What did you try? Why do you think that did not work? What can we do next time?</td></tr>
<tr><td colspan="2">Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may contact parents for a meeting and may place them on a behaviour log without two exits in a 6 week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.

Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a suspension or an exclusion.</td></tr>
</table>

Stepped Approach EYFS

<table>
<tr><td colspan="2">Reminder of our behaviour principles
Be Ready
Be Respectful
Be Safe</td></tr>
<tr><td>Reminder of choice

Give thinking time 5 mins. Use a symbol.</td><td>‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’</td></tr>
<tr><td>Restorative behaviour conversation with teacher/TA, after thinking time</td><td>Possible questions:
What happened? What were you thinking/feeling? What will you do next time? End with positive shared experience</td></tr>
<tr><td>If behaviour happens again child will have a 5 minute time out on a thinking spot</td><td>‘You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION).

Follow with restorative questions as appropriate.</td></tr>
<tr><td>If behaviour continues – child to miss 5 mins play. Child to walk round with an adult at playtime.</td><td>‘You have missed play for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION).

Follow with restorative questions as appropriate.</td></tr>
<tr><td>Further occurrence of behaviour – exit from class for rest of session (to work in another class)

On return to class restorative behaviour conversation with teacher/TA

Parent/carer to be informed of exit by class teacher</td><td>Use prompts above.</td></tr>
<tr><td colspan="2">Behaviour will be logged and monitored. If there is a cause of concern a meeting arranged by teacher and parent to discuss what the issues are, what needs to improve and what help and support will be proved. SLT will meet with parents when needed.</td></tr>
<tr><td colspan="2">Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may exit a child from the class for the rest of the session to reregulate. We personalise the approach to meet the needs of the child at the time.

Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a suspension or an exclusion.</td></tr>
</table>

Stepped Approach Lunchtime Behaviour

Regular reminders of our behaviour principles **Be Ready Be Respectful Be Safe**		
Behaviour	**Consequence**	
Offensive remarks Elbowing Dropping litter Pulling faces Eye rolling Shrugging shoulders Shouting out/being excessively loud Refusal of first instruction by an adult Running in the corridor Pushing in the line	LO to give a **verbal reminder** to state the unacceptable behaviour and what the expected behaviour should be. If the behaviour continues: Use of **time out** for 5 minutes. Ensure there is a timeout area allocated in each playground zone. Children to stay in area. No interaction with others.	'Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.' You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). At the end of time out use of a restorative behaviour conversation. Possible questions: What happened? What were you thinking/feeling? What will you do next time? End with positive shared experience
Name calling – all Telling lies Rough play Physical threats Verbal threats Swearing Vandalism Defiance	**Seek support from senior lunchtime organiser. Child to be in timeout area until the adult arrives.** **Child brought to SLT.** **2 days supervision**	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Rude/aggressive backchat to an adult Fighting Spitting Hitting/Kicking Throwing objects **The use of derogatory and offensive language relating to race, religion, disability, gender or sexual orientation**	**Seek support from senior lunchtime organiser. Child to be in timeout area until the adult arrives.** **Child brought to SLT.** **3 days supervision**	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Swearing at an adult Serious physical violence Offensive gestures to an adult	**Seek immediate support from senior lunchtime organiser and child brought to SLT.** **Consequence decided upon by SLT**	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Persistent lunchtime behaviour incidents.	**2 week lunch time exclusion. Child must be collected by parent/carer.**	

Rewards

- Use of regular verbal praise to children – specify what they are doing well e.g. good manners etc.
- Stickers to be given for children demonstrating good behaviour – label the behaviour when the sticker is given. Ensure you have a supply of stickers. Recognition of Bowlee Values: respect, resilience, responsibility, ambition, cooperation, kindness.
- Do not give out merit marks. These are for class only.

SEND/Additional Needs

- Some children with SEND may find social interaction challenging due to the nature of their difficulties. Ensure you are aware of the children with SEND in the groups you supervise. This can be found in the class information folders. Support these children by noticing if they need your help to prevent issues, guide them to small group play activities that you can supervise or give them timeout if they become over stimulated. If there are any issues seek support from the senior LO.