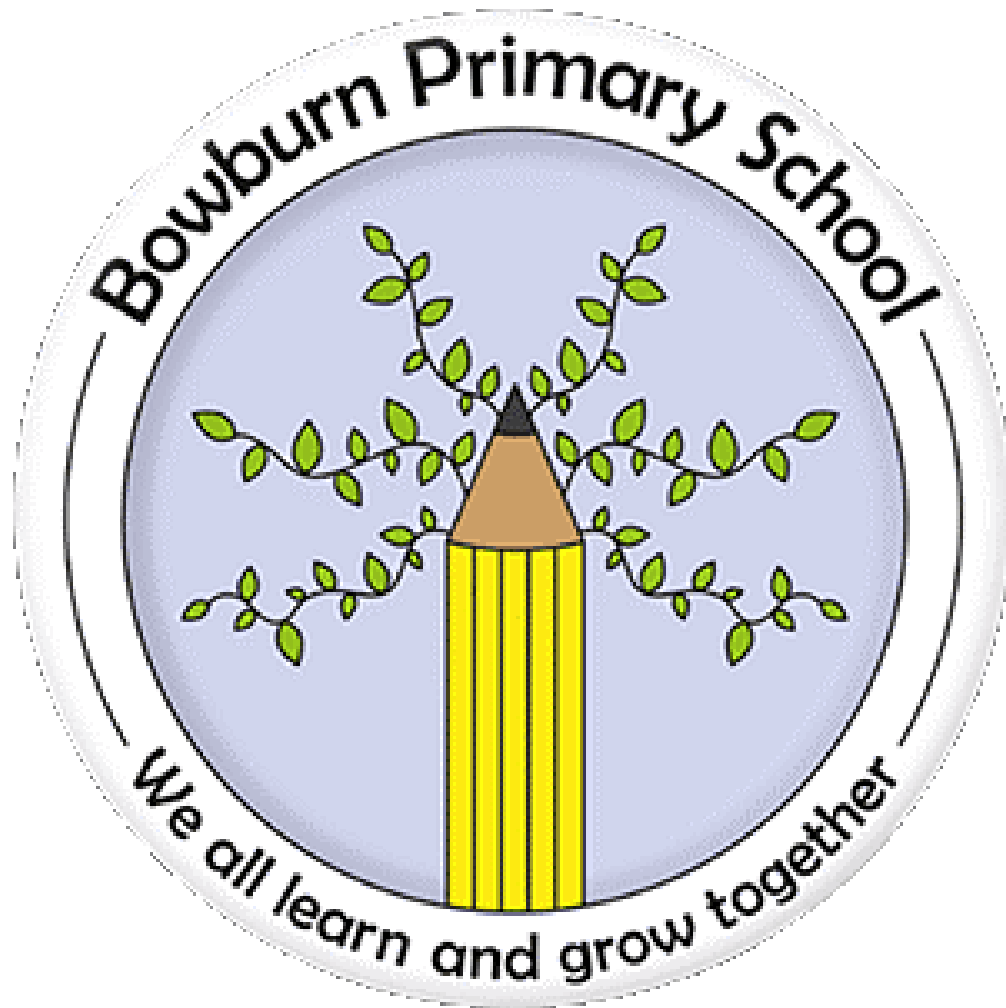


Bowburn Primary School and Nursery



Behaviour, Attitudes and Reflection Policy

Date of Policy	December 2023
Review Date	September 2024- <i>or as required by law/DfE</i>
Chair of Governor's signature	A signed copy is available from the school office.
Head Teacher's signature	A signed copy is available from the school office.

To be read alongside our policies for Attendance, Online Safety, SEND, Exclusion Guidelines, Prevent guidelines, Anti Bullying Policies and Overview of Behaviour System.

Achieving good behaviour and attitudes in school

At Bowburn Primary School and Nursery, we believe that every child in our school matters and that they have the basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, organised school, with good behaviour in every classroom and where pupils have secure knowledge of how to keep themselves safe and healthy outside of school.

Introduction

We expect high standards of behaviour from our children - both in class and at break and lunch times, as well as during extra-curricular activities and visits. We expect pupils to be polite to visitors, staff, parents and other children.

The school is a community which is based upon mutual respect and consideration for others. Good behaviour and family values are positively encouraged. The school seeks to promote self-discipline and a proper regard for authority both inside and outside of school.

The values, standards and attitudes of the school community are made clear via example, discussion and reward/consequences. Behaviour which is regarded as unacceptable will be tackled by staff when and wherever it occurs. All consequences will be applied fairly.

- Good behaviour within school is essential if children are to feel safe
- Good behaviour and attitudes in school are essential if children are able to achieve to their maximum ability
- Children are encouraged to resolve their differences through negotiation and discussion with each other
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Communication is very important and all pupils and staff need to know exactly what is expected of them.

Our behaviour policy links inextricably with our curriculum drivers: Resilience, Embrace, Aspirations, Community and Health.

To help pupils to maintain these rules, adults in our school provide:

- A positive, restorative approach to behaviour
- Good classroom management, where learning and teaching take into account the varying needs of individuals
- Regular teaching of PSHE and RSE, creating shared experiences and expectations of behaviour
- Effective organisation of the school day and its facilities to take account of behaviour issues
- Opportunities for pupils to discuss and debate and debating issues in a considered way, showing respect for others' ideas and points of view
- Pupils with an understanding of the value their education, so that they rarely miss a day at school. Those that do miss school regularly are supported to improve their attendance
- Embedded, on-going promotion and teaching of healthy practices and e-safety

Aims

It is our aim to promote a school community approach to behaviour, regardless of gender, age, race, sexuality, nationality or ability. We aim to:

- Always use a restorative approach across the whole school day, by all adults
- Promote good standards of behaviour- politeness, listening, respect for all, helpfulness, supporting those in distress, taking turns, respect for property, responsibility for own actions, sensible and safe walking around school ('Respect Stickers')
- Create an atmosphere conducive to learning
- Promote the self-esteem and healthy attitudes of all pupils
- Encourage all pupils to reach their full potential
- Maintain the safety of pupils and staff
- Develop an atmosphere of courtesy and respect
- Ensure truthfulness, honesty, care and consideration and at the core
- Ensure a consistent approach by all staff
- Ensure that we have good communication with parents/carers
- Promote a non-acceptance of inappropriate behaviour- bullying, shouting out, vandalism, lack of respect, rudeness, swearing, cyber bullying, racist/homophobic language
- Promote our curriculum drivers (REACH) throughout all we do

Objectives:

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable, and be supported to address behaviour issues through a restorative approach to behaviour management
- Be shown respect and have their opinions listened to, valued and taken account of
- Develop their self-worth through success and the carrying out of responsibilities
- Work in a caring and supportive atmosphere, where effective learning can take place
- Be treated consistently, fairly and equally by all adults
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour

Rewards and Consequences

Praise is an easy strategy to use and is the one most likely to influence the behaviour of children. However, for it to show the child that you value what they are doing, it must be given meaningfully and focus on the effort applied. It also gives you the opportunity to influence by focussing on the positive and the desirable.

At Bowburn Primary School and Nursery, we reward children through:

- The consistent use of Class Dojo throughout school. Children are rewarded 'Dojos' or 'Monster points' in celebration of their behaviour, effort, quality of work and general attitude and motivation towards school life. Children are given the opportunity to earn a prize when they earn a certain number of dojos.
- Ensuring an award system is personalised to each key stage.
 - In our Reception, Year 1 and 2 classes, children receive a prize when they reach 50 dojo points and their points are reset.
 - In Key Stage 2, children receive a prize when they reach 100 dojo points and their points are reset.
- All staff welcome the opportunity to praise individuals for pieces of good work if these are brought to their notice. Children can be sent for a Head Teacher Award for personal academic and/or social achievement

- Work is displayed in classrooms as a potential means of praise and encouragement. We should make every attempt to demonstrate our appreciation of our children's efforts
- Above all, praise and encouragement in lessons should be used as much as possible
- As a school, we come together every week in our Celebration Assembly. This assembly provides the opportunity for children to be presented with a Star of the Week award, chosen by their teachers or support staff
- Each half term, a star writer and mathematician are chosen from every class and awarded in Celebration Assembly for their effort, progress or achievement in maths or writing
- Termly Parents' Evenings or reports
- Post achievements on social media (with parent/carer consent)
- Respect Stickers: Children moving around school in a polite, calm and respectful manner receive these from any member of staff to promote this behaviour. These stickers equate to dojo points.

Behaviour System

We operate a 'Cloud System' to support our behaviour and restorative approach throughout school.

Our Cloud System provides a clear guide for all adults when dealing with behaviour in the classroom and around school and allows behaviour to be tracked. The structure includes: rainbow, sun, cloud, rain cloud and thunder cloud. A child will start each day in the sunshine. Where a child is moved to the rainbow, they will receive 3 dojo points. Where a child receives a warning for their behaviour they will move to the rays (outside edge of the sunshine). Where a child then moves into cloud, they will miss a break time or 15 minutes of their lunch time break to reflect on their behaviour, using the behaviour Reflection Log (see appendix). Where a child then moves to rain cloud, they will miss their break time and their lunch break. If a child moves to rain cloud three times over the course of a term, a text will be sent home. If a child is moved to rain cloud six times in the course of a term, a parent/carer will be contacted to arrange a meeting in school. Where a child is moved to thunder cloud, this will result in children missing both their break time and lunch break times and take part in a form of restorative justice until they are remorseful for their behaviour. Parents will be kept informed where their children are engaging in this.

This system is used by all adults and we believe that it ensures behaviour is dealt with consistently at all times. Lunch time supervisors have received training so that an appropriate, modified version of this system can be applied during lunch time breaks outside (Successful Supervisors Training).

See Appendix 1 for our Cloud System and Lunchtime Supervisor Guidance.

Using the right level of consequence:

In our school, applying consistent and fair consequences is informed by considering the following factors, the level (or severity) of the negative behaviour, the frequency (or context) in which it occurs and the child's ability to reflect on the behaviour through a restorative conversation (see Appendix 2). For a small minority of children, where their behaviour needs are extreme or the Cloud System is deemed inappropriate for individuals, personal behaviour plans and risk assessments will be put in place by class teachers in conjunction with SLT, PSA, parents and behaviour lead.

Restorative Approaches

What is a restorative response?

Those affected are invited to share:

- What has happened
- What the impact has been on those involved: i.e., who has been affected and how
- What needs to happen to put things right or to make things better in the future. This framework is based

on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful relationship with everyone
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- inspire a sense of safety and trust
- encourage people to express their thoughts, feelings and needs appropriately
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours
- encourage those involved in the problem to find their own solutions

Staff Responsibilities

It must be emphasised that it is the primary responsibility of staff to promote good behaviour and deal with discipline themselves. This is best achieved by the manner in which teachers run their classrooms and research has highlighted some guiding principles in promoting effective behaviour management:

- Model and promote good behaviour and attitudes towards learning and relationships
- General praise and reminders about rules
- Directed praise to those doing the correct thing/distracting
- Effective and consistent use of Class Dojo for rewards
- Working with parents/carers to promote the those of the school and support the behaviour of the children
- Good classroom management
- Lessons which are well organised and delivered
- Lessons which maintain pupil interest
- A stimulating and positive classroom environment
- Enthusiasm and humour shown by the teacher
- Consideration and understanding of children's individual needs including those with Special Educational Needs
- Teachers' flexibility and understanding of the problems faced by individual children (e.g. family situation) or how other factors (e.g. weather) may affect their plans

Harmful Sexual Behaviour

Harmful, sexual behaviour will not be tolerated at all. Staff challenge and address any inappropriate behaviours and make it clear that it is not ok. Appropriate sanctions are consistently applied and are in line with the school's behaviour system (see below). Any incidents are reported to the Full Governing Body, on a termly basis, through the Headteacher's Report and discussed in greater depth (as appropriate) at the Behaviour, Safety and Welfare Committee.

Staff report all concerns (including low-level concerns) via the electronic reporting system, CPOMS. Staff do not attempt to normalise any behaviours e.g. by saying 'they were just playing etc'.

Where concerns are of a higher level, these are also reported to the DSL and referred on to the police and/or First Contact where appropriate. Where there are high level concerns a risk assessment/safety plan is put in place. School follows the LA policy and reporting procedures for Low Level Concerns.

Lunchtime Behaviour Management

This is the same as for every other time of the day. It is essential that all school policies are consistently applied across the whole school day by every member of staff.

Relationships, mutual respect and care and consideration for all are a key to success.

However, there may be times when children do behave inappropriately at lunchtime. When this happens, the same restorative approach is used as is during the rest of the school day. Lunch time supervisors have received training so that an appropriate, modified version of this system can be applied during lunch time breaks outside (Successful Supervisors Training). *See Appendix 1 for our Lunchtime Supervisor Guidance.*

Respecting Rights

The school has a rights respecting ethos. We promote the UN Convention Rights of a Child:

- We have the right to be happy
- We have the right to be safe
- We have the right to play and relax (Article 31)

Positive Handling

If a child exhibits behaviour which is seen by staff as being dangerous to either themselves or others, or behaviour which is making it difficult for the school to function in the normal way, there may be occasions to positively handle the child. Staff in school have been trained in the Team Teach method of positive handling. If it becomes necessary for a child to be restrained for their safety or that of others, this will only ever be a last resort and will be carried out by a member of staff using the Positive Handling methods which some staff are trained to administer.

Internal Isolation and Exclusions

In some cases, internal isolation may be required where children will work outside of class under supervision of trained staff.

The school reserves the right to exclude any child for inappropriate behaviour at any time. Where a pupil is given an exclusion for 6 consecutive days or longer, the school has a duty to arrange suitable full-time educational provision from and including the 6th school day of the exclusion. The school has agreed arrangements in place to meet this requirement.

- Exclusion guidance is based upon current Durham County Council guidance: <https://www.durham.gov.uk/schoolexclusion> and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal reflection and review time, managed move – managed by the LA.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Violent or threatening behaviour
 - Persistent, defiant, disruptive behaviour
 - Bullying
 - Racist or homophobic abuse
 - Prejudiced related incidents
- As soon as the pupil is excluded, the school will provide appropriate work to be collected by the carer/parent and returned for marking
- If a pupil is at risk from permanent exclusion, a pastoral support programme will be implemented (see appendix b – page 9, for example).

Permanent Exclusions

Permanent exclusion is an extremely serious step and represents an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence. Only the Headteacher/Acting Headteacher can exclude a pupil. The Headteacher will seek advice and follow the most up to date regulations and guidelines before excluding any pupil. The Headteacher may also exclude a pupil permanently. If a pupil is excluded, parents are informed immediately. It is made clear that they can appeal if they wish. Work is set for pupils during the period of exclusion. Exclusions are reported to the local authority. An appeals committee of the governing body will listen to/decide upon any appeals. The decision of this committee will be upheld by the Headteacher. Governors monitor exclusions and behaviour on a termly basis.

Working with other Agencies

Support agencies can be asked to contribute help e.g.

- Police
- Families First
- One Point
- CAMHS
- Behaviour Intervention Team
- Educational Psychologist

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised. As a last resort, the pupils may need to be excluded from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions, and by developing informal contacts with school, helps to reinforce their support for the policy.

Bullying

Although bullying is addressed by the Anti-Bullying Policy, it is important to make reference to bullying as a form of inappropriate behaviour which needs to be tackled by every school.

Bullying is persistent/regular. This constitutes:

Verbal bullying- name calling, sexual, racial, leaving messages on phones- including texts or any kind of social media.

Physical bullying- hurting via hitting, kicking, hair pulling, spitting.

Emotional bullying- intimidation, reference to family/parents, forming of gangs, fabricated stories including online via Facebook/social network sites.

Signs of bullying- changes in behaviour, unwilling to attend school/clubs, staying with adult, tearful, lack of sleep, bruising, headaches/tummy aches, confiding in other pupils/adults, non-accidental injuries.

Strategies for dealing with bullying:

- Providing opportunities for talking
- Trained staff/pupil welfare officer
- Counselling –groups/individuals
- Parental involvement
- Work with other agencies
- Tracking within class and centrally by Headteacher
- Internal isolation
- Exclusion



Bowburn Primary School: Behaviour System

All children will follow the cloud system unless a child has their own behaviour contract, which is at the discretion of the Headteacher. If a child is deemed to repeatedly behave inappropriately staff may choose to place the child on a personal behaviour plan, which will be written as appropriate for the child's specific behaviour needs.

The Cloud System is displayed and used daily in every classroom (with an adapted, simplified version in Nursery).

Rainbow

- A child can be moved to the rainbow when recognised for outstanding behaviour or achievements in lessons and will be rewarded 3 dojo points

Sunshine

- All children begin each day in the sunshine; they return to the sunshine after each play time

Outer Sunshine/Rays

- A child receives a warning for their behaviour

Cloud






- Miss a break time or 15 minutes of their lunch time in order to reflect on their actions and what they could do apologise
- Children must complete a reflection log of their behaviour as part of our restorative justice approach (see Appendix 2)

Rain Cloud

- Miss a break time and lunch time break
- Three times per term results in Parents/Carers contacted to inform via text
- Six times per term results in Parents/Carers contacted to attend meeting in school

Thunder Cloud

- Miss a break and lunch time for a given period of time
- Take part in a form of restorative justice in addition to their reflection log (see Appendix 2)
- Children must show a form of remorse for their actions
- Parents/carers contacted to attend a meeting in school

	<p><u>Rainbow</u></p> <ul style="list-style-type: none"> - Move up for particularly good behaviour, attitude or work - Moving to Rainbow = 3 Dojos
	<p><u>Sun & Rays</u></p> <ul style="list-style-type: none"> - Everyone starts on Sun every day and resets after each play time - Move to Rays on first warning
	<p><u>Cloud</u></p> <ul style="list-style-type: none"> - Miss a break time or 15 minutes of their lunch time to complete reflection log - Reflect on their actions and what they could do apologise: children must complete a reflection log of their behaviour as part of restorative justice approach
	<p><u>Rain cloud</u></p> <ul style="list-style-type: none"> - Miss a break time and lunch time break, then as above - Three times per term results in parents/carers contacted to inform via text - Six times per term results in parents/carers contacted to attend meeting in school
	<p><u>Thunder cloud</u></p> <ul style="list-style-type: none"> - Miss a break and lunch time for a given period of time - Take part in a form of restorative justice in addition to their reflection log - Children must show a form of remorse for their actions - Parents/carers contacted to attend a meeting in school

(Lunchtime Supervisor Guidance)

Supervisor's Superstar

At the end of each lunch time, please pick 1 child from each class who has been particularly respectful, kind or helpful. Let the teacher know when you get back to the classroom and the child gets 5 Dojos.

Reflection Section

Inside, children are now following a system where poor behaviour choices result in a warning, then moving down to the cloud, where they can reflect on how they can put their behaviour right. On the yard, this is more difficult! So, please designate a bench or corner of the yard as the 'Reflection Section', where (after a warning) children not behaving appropriately will have 5 minutes time out, away from where the issue was. Please make sure that a dinner supervisor is around to help them to reflect and understand what's caused it! This is not meant to be a 'punishment'; it's an acknowledgement that their behaviour isn't acceptable but that they have the power to change it. So long as the children complete their reflection time and amend their behaviour, there is no need to pass on minor incidents to teachers.








Respect Stickers

Please continue to give out Respect Stickers when children are moving around school well. Use these to reward and praise sensible walking, politeness, holding doors open, taking turns (and anything else respectful!) and children receive Dojos for these back in class. Mrs Vincent has a big stash of stickers, so come and collect them whenever you run out!



Child's Name	Date

Please reflect on incident with an adult.

What were you feeling? (please highlight)						
Sad	Frustrated	Confused	Worried	Angry	Tired	Hungry
						

What happened? (child's views, adult can write)

Why did you choose this behaviour? (please highlight)			
Attention	To cause a problem	Control	To get out of work
Challenge a teacher/support	To get revenge	To talk to a teacher/support	

How does your behaviour make other people feel?			
Happy	Sad	Confused	Angry
Scared	Unsafe	Worried	Frustrated

Did you use one of your coping strategies? (please highlight)			
Deep breaths	Safe Space	Listen to advice	Fidget toy
Ignore	Time out	Ask to leave	Counting
Talk to someone	Future Steps	Distraction	Self-talk

If no why?		
Angry	Upset	Didn't want to
Refused		

What can I do to correct the problem? (please highlight)		
Apologise (say sorry)	Tidy/Clean up	Forget and move on
Make a plan	Talk/Restorative chat	Complete Task
Adult Signature	Child Signature/Name	Date