

Bowburn Primary School

Behaviour Agreement



September 2024

To be read alongside our policies for Attendance, Online Safety, SEND, Exclusion Guidelines, Prevent guidelines, Anti-Bullying Policies, Support documents (appendices 1, 2, and 3) and Behaviour Guidance for visitors (appendix 4).

We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our aim is for our children to be confident, resilient, inquisitive young people, with a desire to learn and achieve the best they can in all they do – at Bowburn Primary School we all learn and grow together.

At Bowburn Primary School, we have high expectations of behaviour from both our pupils and adults.
“The standard you walk past is the standard you expect.”

We strongly believe that all behaviour is a means of communication; a way of expressing an emotion.

Our Behaviour Agreement ensures that, within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage in both adults and children:

- Self-regulating behaviour (self-control/self-discipline/self-management) supported by the regular teaching of Zones of Regulation
- Taking responsibility for the choices we make (and the consequences of these choices)
- Having respect for the rights and beliefs of adults and pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities and underpinned by our curriculum drivers, REACH:

Resilience	Embrace	Aspiration	Community	Health
I will always try my best. I will encourage others to keep going. I will never give up on a challenge. I will accept advice to solve problems.	I will celebrate and accept differences. I will welcome every opportunity. I will be proud of who I am. I will show kindness and friendship to others.	I will be the best I can be. I will choose my own path. I will take risks and step out of my comfort zone. I will always reach for the stars.	I will care for everyone in my school community. I will be safe and responsible in my community. I will show care and respect for the environment. I will be proud to belong to the Bowburn community.	I will have a healthy body, healthy mind and happy me. I will know how to keep myself calm and happy. I will develop positive relationships. I will be an active learner in lessons, breaks and lunchtimes.

Expectations:

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are used consistently and are linked with consequences. They are:

Ready	Respectful	Safe
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Rights:

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and school grounds.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent adult behaviour:

At Bowburn Primary School, you will see visible adult consistencies. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We use a calm voice	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting “Stop!” across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm’s way.
We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
“It Takes a Whole Village to Raise a Child.”	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. We expect children to uphold the expectations of ready, respectful and safe while coming to and from school.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community.

Positive Recognition:

Reward System	Who for?	Why?
Positive noticing/recognition boards	Individual Nursery to Year 6	Everyone likes to know when they have done the right thing. At Bowburn Primary School you will hear staff and pupils positively noticing each other. Saying ‘thank you’ for good behaviour choices and noticing when pupils are being ready, respectful and safe. In classrooms you will see recognition areas with the names of pupils who have shown ready, respectful or safe behaviour.

Dojo points	Individual Nursery to Year 6	Pupils are awarded Dojo points for showing behaviour that goes above and beyond our expectations of ready, respectful, safe. Pupils are also awarded Dojo points linked to their homework efforts. Dojo points can also be earned through the use of respect stickers used by all staff to award pupils showing respect while moving around school.
Positive notes home	Individual Nursery to Year 6	Pupils who have gone over and above and excelled with effort or good behaviour choices can be given a positive note home as a way of celebrating their fantastic efforts with the special people in their lives.
Celebration Assembly Star of the Week	Individual Nursery to Year 6	A weekly assembly celebrating the achievements of all our children. Staff award a certificate to a child in their class who has worked really hard in their learning, effort and progress. Our younger children are awarded Star of the Week certificates but don't join the main school for assembly until Year 1.
Hot Chocolate Friday	Individual weekly one child from each class	Children who have achieved Star of the Week have hot chocolate and biscuits with the Headteacher/Deputy Headteacher on a Friday afternoon. They take their favourite work along to share.
Golden Wellie Award	Individual Reception to Year 6	Our Outdoor Play and Learning team will choose one child from Reception/Key Stage 1, and 1 child from Key Stage 2 each week to receive the Golden Wellie Award for showing over and above respectful and safe behaviour during lunchtime.

Behaviour Support:

The role of the class teacher (HLTA covering the class in the class teacher's absence)

It is the responsibility of every class teacher to ensure that the school rules are enforced in their classroom, and that their class behave in a responsible manner during lesson time and moving around school.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers are responsible for ensuring their classroom is a 'ready to learn' environment with all resources prepared in advance and work adapted to meet the needs of the children.

All staff treat each child fairly, and enforce the school expectations consistently. They treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and

advice from the Senior Leadership Team/SEND/CO/PSA. It may be appropriate to keep a Behaviour Log or a Home/School Communications Book for that child. Parents are always involved with strategies at this stage.

The class teacher liaises with the SEND/CO/PSA who then liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the school nurse, social worker or Inclusion support team. Pupils at risk of exclusion will have a Behaviour Support Plan.

The class teacher reports to parents about the progress of each child in their class termly, in line with the whole-school policy. The class teacher, in consultation with the Senior Leadership Team, may also contact a parent if there are concerns about the behaviour or welfare of a child. This will be done via a phone call or Class Dojo message if a phone call is not possible.

The role of Support Staff including T.A.s, Lunchtime Supervisors/Play Leaders and Office Staff

All support staff may respond to behaviour that requires a reminder or warning. They should report any incidents to the class teacher or Senior Leadership Team for appropriate action if necessary.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher notes any incidents when pupils are referred to them on account of bad behaviour and keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Numbers of pupils excluded each term is reported to governors in the termly Headteachers report.

The role of parents/carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

We share the school behaviour expectations with parents/carers, and we expect parents/carers to read them and support them.

We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions or consequences, we expect parents/carers to support the actions of the school.

We expect parents to uphold the school rules of Ready, Respect, Safe while using the school grounds. Parents should show respect to other parents, pupils, and staff of the school.

We expect parents/carers to support their child/ren with good behaviour by ensuring they arrive at school 'ready to learn' – on time, with necessary equipment for the day (e.g. PE Kit).

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or another member of the Senior

Leadership Team/PSA. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the school's Complaints Procedures.

The role of governors

The governing body has the responsibility of setting down the Behaviour Agreement and of reviewing its effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

The role of the children

We expect our children to arrive at school 'ready to learn'. They will be in the correct school uniform or PE kit and prepared to take on the challenges of the day. Children have a part to play in their own learning and we encourage independence and responsibility for one's own behaviour and attitude to learning. Children will be taught how good behaviour leads to good learning and their behaviour at school has a direct impact on, not only their own learning, but the learning of others around them.

The Process of Behaviour Support

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration; individual needs must be considered where necessary. We will praise the behaviour we want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request - 'take up time'.

A **warning** consists of a further reminder of behaviour expectations referring to the rules of 'Ready, Respectful, Safe'. This is delivered privately to the pupil. The teacher may use a scripted response at this point to ensure a consistent, measured, fair response.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what has been said and respond appropriately.

Scripted approaches at this stage are encouraged:

I've noticed that (comment on the behaviour observed e.g. you keep forgetting to put your hand up).

Remember the school rule of... (ready/respectful/safe).

Can you remember when I phoned home when you (reminder of previous positive experience) and how that made you feel?

I expect you to (keep your hands to yourself when you're lining up). Thank you for listening".

Walk away and give take-up time; praise pupils who are getting it right.

If a pupil does not respond to the reminder, warning, final warning steps, they will be asked to move to the classroom's Reflection space. A scripted response is encouraged here, "I need you to move to the Reflection space

now and have some time out as your behaviour is disrupting the learning of other pupils. I need to see you (ready to learn/showing respect/being safe) in order to re-join the rest of the class. Thank you". A timer should be set for 5 minutes.

If the pupil does not change their behaviour after being moved to the Reflection area within the classroom, they will be asked to leave the room. A scripted response is encouraged here, "I need you to go to xxxx class for some time out as your behaviour is continuing to disrupt the learning of others. I need to see you (ready to learn/showing respect/being safe) in order to re-join the class."

On occasion, a pupil may require additional support to regulate and be ready for learning again. In this instance they may access the Sensory Room or take part in an additional regulation activity such as a movement break or Zones of Regulation intervention.

Following an incident where a pupil has accessed the reflection area or been removed from class, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a pupil being removed from the classroom may need no more consequences. However, it is very important, to catch up with the pupil before the next lesson. Acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh start.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

3. Imposition

Work that was not completed in the lesson due to behaviour to be done during break time or sent home if the incident was in the afternoon. Every day is a fresh start and impositions should not be carried over to the next day (except in cases of a Serious Breach – see Appendix 1, 2, 3).

4. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. A consequence that repairs the damage rather than just punishing the behaviour makes more sense and is more effective for changing behaviour.

Consequences are not intended to humiliate, shame or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

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.

Recording of incidents:

We record all behaviour incidents on an online system called CPOMS which enables us to have a clear picture of the choices our children are making and how we can best support them. Recordings on CPOMS regarding behaviour will include the date and time of the incident; will be factual and non-judgemental; and will outline how the support process was used and how effective it was.

Where it is identified pupils are having difficulties with behaviour, support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Circle times and/or PSHE sessions
- Open communication with parents and carers
- Support from SLT and/or SENCO/PSA
- Support from our Nurture provision
- Behaviour / SEN plan – formulated with the child and family
- Where appropriate, referrals may be made to outside agencies in conjunction with our SENCO and Senior Leadership Team.

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.

Bullying

Although bullying is addressed by the Anti-Bullying Policy, it is important to refer 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

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.

Classroom Support

Reminder

Take up time

.....

Warning

Take up time

.....

Last chance – final warning

Take up time

.....

Time out – classroom Reflection Area

5 minutes

.....

Time out – removal from lesson

5 minutes

.....

Referral to a member of the Senior Leadership Team

.....

Getting ready to learn again – teacher’s choice

(catch up, restorative conversation, imposition, or natural consequence)

Resist the urge to skip steps. Steps should only be skipped for Serious Breaches.

Serious Breaches

Pupils who commit a serious breach will be referred to a member of the Senior Leadership Team immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, damage to school property. The Senior Leadership Team will contact parents/carers of the child who has been referred for a Serious Breach. Multiple referrals to the Senior Leadership Team will result in a meeting in school with parents/carers.

Break/Lunchtime Support

Reminder

Take up time

.....

Warning

Take up time

.....

Last chance – final warning

Take up time

.....

Time out in Reflection area

5 minutes

.....

Time out Removal from the yard

5 minutes

.....

Referral to a member of the Senior Leadership Team

.....

Getting ready to play again - staff choice

(catch-up, restorative conversation, imposition (banned from an OPAL station for a set amount of time, or natural consequence)

Resist the urge to skip steps. Steps should only be skipped for Serious Breaches.

Serious Breaches

Pupils who commit a serious breach will be referred to a member of the Senior Leadership Team immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, damage to school property. The Senior Leadership Team will contact parents/carers of the child who has been referred for a Serious Breach. Multiple referrals to the Senior Leadership Team will result in a meeting in school with parents/carers.

Wrap-around care/After-school club Support

Reminder

Take up time

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Warning

Take up time

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Last chance – final warning

Take up time

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Time out in Reflection area

5 minutes

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Time out Removal from club

5 minutes

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Referral to a member of the Senior Leadership Team

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Getting ready to play again - staff choice

(Quick catch up, restorative conversation, imposition, or natural consequence)

Resist the urge to skip steps. Steps should only be skipped for Serious Breaches.

Serious Breaches

Pupils who commit a serious breach will be referred to a member of the Senior Leadership Team immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, damage to school property. The Senior Leadership Team will contact parents/carers of the child who has been referred for a Serious Breach. Multiple referrals to the Senior Leadership Team will result in a meeting in school with parents/carers.

Appendix 4

Behaviour Support Guidance for visitors – The Bowburn Way

Behaviour expectations

Ready	Respectful	Safe
Arrive at school on time wearing the correct uniform or PE Kit. Showing 'ready to learn' behaviour during lessons – looking at the teacher, following instructions, trying your best, having your equipment ready.	Respecting other pupils by showing kindness and understanding. Respecting staff by listening, being polite, and following instructions. Respecting others' right to learn by working calmly in the classroom. Respecting our school by taking care of the building and equipment.	Showing safe behaviour by walking on the left in the corridors and on the stairs. Always walking when inside the building. Using OPAL equipment safely and as instructed. Never hurting another person. Following instructions during PE and Forest School.

5 Pillars of Practice

Consistent	Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Restorative Follow-Up
Behaviour support is consistent across school and followed by all adults. The standard you walk past is the standard you expect. We follow a consistent behaviour support routine which is delivered using scripted responses to ensure fairness and predictability.	We use a calm voice. There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.	We positively notice children who are demonstrating our school expectations of 'ready, respectful, safe' – those children will be given our attention first. We reward using positive praise, class recognition boards, Dojo points, respect stickers, Star of the Week.	Our children are greeted at their classroom door every morning by a member of staff. They come in and settle into a calm classroom to their morning starter work. Children move around our school calmly and quietly in an orderly line.	When behaviour hasn't gone the way we would hope, we follow-up with a restorative conversation. The restorative 5: 'What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?'

The scripts

"I've noticed that (comment on the behaviour observed e.g. you keep forgetting to put your hand up).

Remember the school rule of... (ready/respectful/safe).

Can you remember when (reminder of previous positive experience) and how that made you feel?

I expect you to (keep your hands to yourself when you're lining up). Thank you.

I need you to (show me you are ready). Thank you."

Walk away and give take-up time; praise pupils who are getting it right.

Behaviour support process

Reminder

Take up time

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Warning (delivered privately to the child)

Take up time

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Last chance – final warning (delivered privately to the child)

Take up time

.....

Time out – classroom Reflection Area (with or without their work – teacher’s choice based on individual situation)

5 minutes

.....

Time out – removal from lesson (with or without their work – teacher’s choice based on individual situation)

5 minutes

.....

Referral to a member of the Senior Leadership Team

.....

Getting ready to learn again – teacher’s choice

(catch up – quick chat outlined behaviour and what you expect from the next lesson; restorative conversation; imposition – complete missed work during break or send home; or natural consequence – clean up mess, fix something broken, repairing friendship)

Resist the urge to skip steps. Steps should only be skipped for Serious Breaches.

Serious Breaches

Pupils who commit a serious breach will be referred to a member of the Senior Leadership Team immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, damage to school property. The Senior Leadership Team will contact parents/carers of the child who has been referred for a Serious Breach. Multiple referrals to the Senior Leadership Team will result in a meeting in school with parents/carers.

Who to contact in case of a serious breach: Mrs Maughan (Headteacher), Mrs Foster (Deputy Headteacher), Mrs Overton (Acting Assistant Headteacher).