

Bowesfield Primary School



**Bowesfield
Primary School**

Pupil Behaviour Policy

Approved by the Governing Body 12.3.21.

Review date: March 2022

The Rights of the Child at Bowesfield Primary School

United Nations Convention on the Rights of the Child (CRC)

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Aims of the Behaviour Policy

To maintain a safe, inclusive and respectful environment in which children feel safe so that they can learn effectively; including learning about relationships and respect for others by:

Promoting high expectations of behaviour

Supporting and teaching children to manage their behaviour and make positive behaviour choices

Working with families to promote good behaviour

Promoting consideration and respect for the rights of others

Modelling positive relationships and good manners

Providing stimulating learning opportunities

The role of adults

To model positive relationships and promote the rights of children

To teach and maintain classroom routines and expectations

To remain calm and controlled; and to model this in discussions about behaviour with children

To promote, reward and celebrate positive behaviour choices

To be the first point of contact for discussing behaviour with parents / carers

To identify when children need additional emotional support e.g. from the Pastoral Support Adviser, and give them access to this

To develop individual support plans (risk assessments) for children with support from appropriate staff to minimise foreseeable risks

Use dynamic risk assessments to manage unforeseen risk (behaviour)

Be available to review incidents and responses objectively with children at the heart of the review

The school and class charters are based on The United Nations Convention on the Rights of the Child.

Every child has the right to a good education.

Every child has the right to be safe.

Every child has the right to be treated equally and well.

Every child has the right to say what they think in all matters affecting them.

Every child has the right to join in.

As duty bearers, adults must ensure that the behaviour of children does not prevent their rights, or the rights of others being met.

Rewards and praise for good behaviour

Positive behaviour is reinforced through:

- Positive relationships and attitudes modelled by adults
- non-verbal communication (e.g. a smile, a thumbs up)
- verbal praise, which tells the child what they are doing well
- sharing and celebrating work
- stickers
- prizes given for meeting expectations about regular work at home, including reading
- being included in 'Shining Stars' as an individual or class for outstanding behaviour, attitude to learning, work, contribution to school or support for another person
- tokens for an end of session draw for a prize (morning and afternoon).
- jump the queue reward – 2 children from each class to be first for lunch within their key stage

Consequences for inappropriate / unacceptable behaviour

There is a staged approach of consequences for inappropriate behaviour.

Warning A verbal warning reminding children to choose appropriate behaviour accompanied by a clear explanation of the behaviour which is inappropriate linked to the class charter of rights.

Thinking time In class, 1-2 minutes slightly apart from the group, immediately to give the child a chance to reflect on their behaviour, calm down and decide how they can change their behaviour. This can be used throughout the day, as many times as appropriate to that child's age and individual needs.

Reset time If, after appropriate use of thinking time, inappropriate behaviour continues, 15 minutes away from class, in a partner class, with work to complete. On return to class, a positive welcome back and support to re-join their class.

Partner classes are:

Reception – Nursery

Y1 – Y2

Y3 – Y4

Y5 – Y6

At the end of the session, time with the teacher to reflect on the child's actions, identify a possible alternative, reflect on feelings (theirs and those of others) and to rebuild.

Reset time with team leader 15 minutes with team leader, in their classroom, with work, if children continue not to make positive behaviour choices. On return to class, support from class teacher / TA to re-join their class. Class teacher to inform parent / carer at the end of the day.

Headteacher reset time *For more serious negative behaviour – hurting someone, swearing, repeated name calling, racist, sexist or homophobic comments*

15 minutes with HT or DHT with work. Time to reflect on behaviour choice – parent informed by HT or DHT at the end of the day. Loss of privileges for 5 school days – after school club, representing school in sport, non-curriculum based visit.

Extended HT reset time for more extreme or unsafe behaviour, bullying, unprovoked aggression

Rest of the morning / afternoon with HT or DHT, with work – parent informed immediately by phone and asked to come to school. Loss of privileges as above.

This can take place over lunchtime if the behaviour happened at break / lunchtime and it is not appropriate for the child to be in the playground.

Exclusion

Decisions regarding exclusion are considered to be very serious and are made by the Headteacher. Incidents are considered case by case taking into account the child's needs and the reasonable adjustments which have been made. Any exclusion must stand up to scrutiny that it is reasonable, proportionate and fair.

Links to Special Educational Needs and Disabilities

If a child's behaviour becomes a cause for concern their parent / carer will be contacted to attend a meeting with the child's class teacher in the first instance. The meeting focuses on encouraging and rewarding positive behaviour in school, supported by home, with successes recorded on a personal behaviour chart or by another appropriate strategy.

If a child presents persistent social, emotional and mental health difficulties, which do not improve using the whole school approach; consideration is given to placing them at **SEN support** on the special educational needs register and a Provision Map is put in place, with targets to be met and the support provided noted. This is reviewed at least termly.

For children presenting challenging behaviour, which could place them or others at risk, a SEND behaviour plan (risk assessment) is completed and shared with staff and families. Behaviour plans are stored in Staff Shared/SEN/behaviour plans.

If there is no consistent improvement within half a term and the child continues to have social, emotional and mental health difficulties despite having an individual behaviour plan; further advice is sought from appropriate agencies for example the Inclusion Team, Educational Psychologist or CAMHS.

Safeguarding

It must be considered whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other

needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Behaviour 'outside the school gates' is behaviour which occurs

- While taking part in any school organised or school related activity e.g. a day or residential visit
- While travelling to or from school
- While wearing school uniform and identifiable as a pupil of the school

Or behaviour which

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, a member of staff, other professionals or volunteers at the school
- Could adversely affect the reputation of the school

In response to non-criminal unacceptable behaviour or bullying which happens off the school premises and is witnessed by a staff member or reported to school, an appropriate consequence is put into place, from a thinking time to a HT time out or in extreme cases, fixed term exclusion. Staff can only discipline the pupil on the school site **or** elsewhere when the pupil is under the lawful control of the staff member, for example on a school visit.

The Use of Reasonable Force

School staff can use reasonable force as a last resort if necessary to control or restrain pupils to:

- prevent them from hurting themselves or others
- prevent them from damaging property
- prevent them from causing disorder

School staff have been trained in the use of Team Teach, with an emphasis on de-escalation, to ensure that the use of reasonable force is safe for children and adults. Use of any physical control or restraint must be in the best interests of the child – to keep them or others safe.

Where physical control or restraint has been used, this is recorded on CPOMS and parents are informed.

Searching and screening

School staff may search children with their consent e.g. by asking them to empty their pockets, bag or tray.

If there are reasonable grounds to suspect that a child may have a banned item with them (a knife or weapon, alcohol, illegal drugs or stolen items), staff may search without consent. However they must have a witness (another staff member) and if possible both staff should be the same gender as the pupil being searched. If there is no suitable member of staff available, the Headteacher must be consulted about how the search can be organised.