



**Bowesfield
Primary School**

Bowesfield Primary School

Behaviour Policy – Stay on Green

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The purpose of this policy is to provide staff and students with clear guidelines around the behaviour expected of students at Bowesfield Primary School.

1.0 Behaviour Expectations Statement

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family work together to create and maintain a welcoming, calm, supportive and safe learning environment in which every person; children and adults alike, is valued

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected from everyone, within a climate of trust and mutual consideration and respect. We aim to achieve this through partnership between pupils, community members, parents and staff who are all taking responsibility for their actions and modelling clear expectations to each other.

Bowesfield Primary School seeks to develop a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated from any member of our school community.

At Bowesfield Primary School we have adopted the positive behaviour system - 'Stay on Green'. This policy is intended to be **consistently** applied although, at times, staff will use their professional discretion.

2.0 A Whole School Consistent Approach

At Bowesfield Primary School we believe that good behaviour for learning is the key to a good education.

We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community, including teaching and site staff, parents and the wider community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions.
- We aim to encourage high standards of learning and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children within our school community treat each other with mutual respect and consideration.

3.0 Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that Bowesfield Primary School is a safe place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.

- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- All children, adults, parents, carers and families have the right to feel welcome, safe and secure
- All members of our community understand and appreciate that every child has the right to learn, work and play in a friendly, safe and helpful school.

4.0 Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Bowesfield Primary School we have adopted a behaviour programme called 'Stay on Green'.

In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will aim to show these behaviour at all times.

5.0 Aims:

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce and model positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

6.0 Objectives:

All Adults:

- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner
- To involve and inform other adults of all aspects of this policy
- To deal with issues, concerns and complaints regarding behaviour in an appropriate fashion

All Children:

- To understand that they are a valued part of the community
- To understand their roles and responsibilities in terms of behaviour
- To discuss and share what constitutes acceptable behaviour e.g. at circle time
- To understand and know what is acceptable behaviour
- To be responsible for behaving in an appropriate manner
- To bring any behaviour issues to the attention of an adult who will then deal with appropriately

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. We also firmly believe that we need to ensure that other children are able to develop strategies to cope when they observe or are involved in situations where another child is behaving inappropriately.

Our aim at Bowesfield is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

8.0 Green behaviours

The school staff will work to promote 'green behaviours' at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.

The SLT will hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.

Class teachers, support staff and all other staff will discuss 'green behaviours' with their pupils and ensure that the school rules and Stay on Green behavior charts are displayed and used consistently. Class Teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

9.0 School and Classroom Rules

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of what 'green' behaviour expectations. The school rules are as follows:

Whole School Behaviour Policy: Stay On Green

Our Bowesfield Primary School rules apply to all members of our school community and are the fundamental beliefs upon which we base our actions. These rules are displayed prominently around the school so that they can be used for reference whenever appropriate.

At Bowesfield Primary School we follow these values:-

Be responsible
Be ambitious
Be resilient
Be respectful
Be creative
Be independent

Be Bowesfield.

10. Overview

The principle behind this system is:

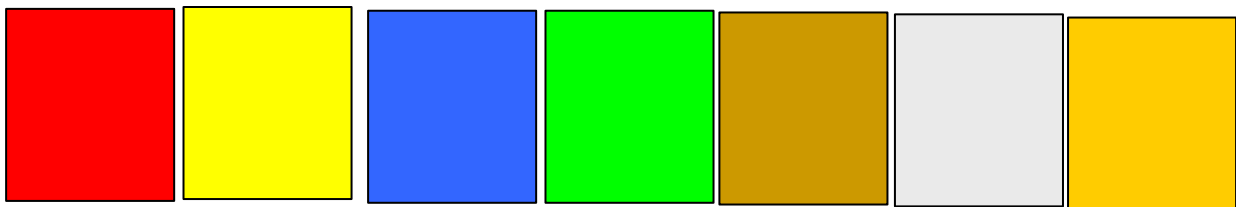
That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes

That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour (Appendix 1)
- Teaching of specific behaviours and routines



All pupils start on green

Negative choices

Positive Choices

- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make positive individual choices about their behaviour or effort the teacher or TA
- inserts the appropriate coloured card (Bronze, Silver and Gold).
- If pupils make negative individual choices the teacher or TA inserts the appropriate card. If they continue with these choices, the teacher or TA move the appropriate card down to blue, then yellow and then red. This acts as a clear indicator to the child that he/she will need to consider their behaviour, and make positive changes to get back to green.



11.00 Using positive praise to influence behavior choices

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, overuse of praise can result in children not responding effectively. Practitioners are highly trained and skilled in ensuring that individual children receive the correct level of praise for their thoughts, actions and learning.

Types of Behaviours for learning that could be praised:-

Keeping the school rules and class rules	Being polite
Continued good behaviour	Meeting a target
Completing learning to the best of ability	Remaining on task
Being helpful	Moving around the school sensibly
Being kind or considerate	Listening well
Lining up sensibly	Setting a good example
Showing improvement	Demonstrating a positive attitude

12.0 Rewards

Individual

The following colours are positive reinforcement:

Green	Collect green points collaboratively towards a class treat or trip
Bronze	Sticker and certificate and in class celebration
Silver	Sticker and certificate and Golden Book assembly shout out.
Gold	Golden Book assembly shout out, plus opportunity to share their amazing achievements

Collective Celebrations

The class will work together towards a whole class reward through collecting green points in the Green Marble Jar which is located in each class and visible to everyone. These points will be rewarded if the pupil is still on green at the end of each day. Points can also be collected from staff outside the classroom e.g. in assembly, in the playground, during small group work time. If the class reaches the whole class total they will earn a collective reward which we call Green time. Green time may include; special activities, trips, visits, extra playtime or games.

Whole School Celebrations

Each week, those children who have received a Gold Certificate will have their name and the reason for their Gold Card read out in assembly. Each child will then have their name and photo added to the Golden Book, which is located in the school hall. From these Golden children each class teacher will choose one child who will appear in the Golden Book. It is teacher's responsibility to bring children with Gold awards to the Golden Assembly with their Golden Award completed with the child's name and the reason for their Gold Award.

13.0 In class consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's card down the behaviour strategy, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision.
- At least a significant number of redirectives and three warnings are **always** provided for pupils before any moves are made.
- Teachers constantly support pupils to make their right choices so that they can move their card back to green, and beyond.

The following colours are consequences:

Blue

First Warning

This provided the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the green card.

Yellow

Second Warning

This provided the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the blue and green.

Red

Reflection Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer.

On successful completion of the Reflection Time the pupil moves back to the yellow card and works their way back to green.

Recorded on class tracking sheet (Appendix 3). Staff are always looking for opportunities to move pupils back to green.

It is preferred that the vast majority of Behaviour Consequences WILL be dealt with in class. It is only in EXCEPTIONAL cases that the following will need to be used:-

1. Reflection Time in partner class

Once pupil has returned to class they go on yellow and have the opportunity for a fresh start. This is recorded on class tracking sheet (Appendix 2) and once completed this is kept in class Behaviour File. These will be collated on a regular basis to ensure focused provision for pupil support.

2. Leadership team involvement.

Pupils will be referred to the Leadership Team with the completed reflection sheet (Appendix 4a, 4b and 4c). The staff member will record the pupil's name and action.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes.

A. Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to a member of SLT at the end of the day. Pupil returns to class to aim to get back to green.

B. Phone call or letter home

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

C. Parent / Carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan

14. Serious Incidences

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Leadership Team, in line with the Local Authority's 'Exclusion Guidelines'. Pupil exclusions may be used in the school for different lengths of time. No pupil should be excluded & left unsupervised at any time.

'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtimes/playgrounds.

If a pupil receives three internal exclusions for ongoing aggressive behavior and the disruptive behavior continues, it will then be escalated to an external exclusion. The pupil

will be asked to remain at home in the first instance, this will be recorded in the pupil's school file.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

15.0 Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and Senior Leadership Team will be collated to provide the Headteacher with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Home school books
- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the SENCo and Inclusion Lead

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. It is important to consider the behaviour exhibited in relation to any SEND a pupil may have, although it does not follow that every incident of challenging behaviour is connected to their SEND.

When a pupil is identified as having SEND, any response to challenging behaviour should be taken through the graduated approach using the Assess, Plan, Deliver & Review model.

Staff should take reasonable preventative measures in order to anticipate likely triggers of challenging behaviour, particularly in children with SEND. These might include:

- Adjusting seating plans to allow pupils with visual or hearing impairments to sit in a more beneficial area
- Short, planned movement breaks for pupil's whose SEND means that sitting for long periods is difficult.
- Training for staff in understanding particular conditions, such as autism.

If a pupil is excluded from the school this will be undertaken within the Local Authority Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Pupil and adult incident forms are completed by all staff and saved in C-Poms.

17.0 The Use of Physical Intervention

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical intervention with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Refer to school policy on the acceptable use of these interventions.

18.0 Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHCE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. We implement the Social and Emotional Aspects of Learning (SEAL) curriculum to support this and build a positive school ethos.

19.0 Bullying and Racial & Sexual Harassment

Bullying

Bullying is defined as dominance of one person by another or a group of others over a period of time. It is pre-mediated and part of a frequent pattern rather than an isolated incident or a few incidences. Challenging behaviour must not be confused with bullying.

Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the Senior Leadership Team since further action e.g. counselling or referral to social services may be appropriate.

Bullying can take many forms and can happen on a frequent basis over the short-term or continue over a long period of time.

Some specific ways in which bullying occurs are:

- Repeatedly pushing, shoving, hitting,
- Gossiping, spreading rumours and labelling another person

- Name calling
- Damaging, stealing or hiding property,
- Exclusion from groups or games
- Making personal comments
- Teasing which goes too far.

It is important that all members of staff and the wider school community recognise the above behaviour as potential forms of bullying. Bullying must not be confused with one off or rare incidences which involve a particular person and consideration must be given as to why incidences are happening rather than immediately labelling a child or a group as a bully or bullies.

Victims may also be in need of some support or further work on assertiveness training and should be discussed with the Senior Leadership team.

Racial & Sexual Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender grounds and / or there is evidence of sexism.

All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.

All incidents of racial and sexual harassment should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.

The school's PSHCE and SRE curriculum should address these issues systematically. Issues should also be addressed through the whole class circle time.

20.0 Weapons

A student who brings a weapon on to school premises is likely to be excluded. The Headteacher will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any

description, including air pistols and BB guns. In all cases of a weapon being brought on to school premises, the school will inform the police.

21.0 Governors

Governors will review this policy at least once a year. In addition, during each monitoring visit, they will observe the use of the policy in supporting children with positive behaviour choices.

Information regarding statistics associated with behaviour incidences will be reported to governors through the school's report to governors on a termly basis.

22.0 Behaviour beyond the school gates

School will not deal with out of school behaviour when it is a parenting (e.g: a child not following instructions at home) or supervision (e.g: a child has gone to play somewhere that they shouldn't) issue.

School will deal with out of school behaviour when it has a direct consequence on another child from school (e.g: a child hurts another child) or brings the name of the school into disrepute (e.g: a child is behaving in an anti-social way). In these instances, if the behaviour is reported to school, a consequence will be given in line with school policy.

23.0 Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets through C-Poms. This policy will be reviewed by staff, the school community and governors on an annual basis.

Appendix 1

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

Tactical ignoring

For short period of time.

Tactical pausing

Pause, emphasises attention and focus.

Non-verbal cueing

A clear, discussed cue that gives message.

Name reminder

Integrate name into teacher talk.

Proximity praise

Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

Behavioural direction

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

Rule reminder

Could ask a question 'What is our rule for.....?'

When.....then.....

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

Partial agreement

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

Stuck record

I would like you to..... The rule is.....

Direct questions

'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

Directed choices

Within known rules or routines- refer back to rights roles and responsibilities.

Assertive comment / direction / command

Pupil Reflection Sheet KS1

Name..... Class..... Teacher..... Date.....

What I did.	What I was thinking and feeling at the time.
Who has been affected by my behaviour?	What I am going to do to fix things.

Teacher comments and signature: Pupil signature:

Pupil Reflection Sheet – KS2

Name..... Class..... Teacher..... Date.....

What I did.	What I was thinking and feeling at the time.	What I have thought about since.
Who has been affected by my behaviour?	How it has affected me?	What I am going to do to fix things?

Teacher comments and signature: Pupil signature

