



Introduction

Excellent behaviour is the foundation of good learning in any school. The first priority of all staff is creating a safe, calm, orderly and positive environment for the children. Every staff member therefore is as equally trained and responsible for promoting positive behaviour and dealing with any negative behaviours. No matter the role, it is everyone's responsibility to make our school a calm and safe space.

All staff need to be calm, consistent and fair. Children need to have certainty around how adults in the school respond. We take a restorative approach to managing behaviour at Bow Community Primary School.

Rationale

When writing this policy, SLT used several documents to develop it. The main texts used are below and are all available at school:

'When The Adults Change, Everything Changes', Paul Dix

'Restorative Practice', Mark Finnis

'Improving Behaviour', EEF

Core Values and Rules

Our school core values are Resilience, Independence, Ambition and Achievement.

Our school rules are that:

We are Ready, Respectful and Safe

These rules need to be displayed in every classroom and modelled by staff.

Discrimination

The school does not tolerate any form of discrimination, be it on the grounds of race, gender, sexuality, age, religious beliefs or any other reason. If any form of discrimination occurs, it must be dealt with immediately by the staff member who was witness to it, or was first alerted to it. The specific details are recorded on CPOMS and also passed to a member of SLT. The parents of both parties will be informed.

Consistency for all

No one person is responsible for behaviour. It is the responsibility of every single member of the school community. By each member of staff dealing with incidents directly, all staff are seen by the children as equal. Consistency in approach is fundamental to the success of this policy.

Expectations of Adults:

We expect every adult to:

- Be calm, consistent and fair
- Meet and greet pupils as they enter the classroom
- Ensure the classroom is welcoming and the routines are consistent at the start to the day
- Refer to '**Ready, Respectful, Safe**' in their daily conversations with children
- Follow up all behaviour including restorative conversations and communication with parents
- Deal with poor behaviour in private and praise them in public
- Model the school rules and values
- Build a relationship with every child.

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The Headteacher and SENDCo will:

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate pupils whose effort goes over and above expectations
- Ensure staff training needs are identified and met
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

Whole School Consistent Playtime and Transitioning Routines:

Silent Signal - All staff use the same signal to give instructions to the children at playtimes and transitioning.

Hand up: All children stop and raise their hand to share the signal.

- Playtime – Hand up by member of staff on duty.
- Once all pupils' hand is up and quiet- their hand may go down.
- Pupils remain quiet and sent to class teacher/ TA to line up.
- One member of staff from each classroom need to be outside at 10.40 and 13:10/13:25 promptly to greet their class.

Lining up and transitioning around the school:

- Staff must accompany their class around the school, especially to and from playtimes and assemblies.
- Pupils must be encouraged to walk quietly and calmly.
- Staff should pause at corners and doors to monitor their class and praise or remind individuals to walk calmly.

Partnerships with Parents:

Parents are the child's first educators and have an equal part in their learning. It is important to connect with parents from the outset and share successes. This makes any difficult conversations easier if they are needed. Staff will be at the front of school to connect with parents.

Setting Positive Expectations:

As well as our core values, our classrooms promote an inclusive environment in which children:

- Feel physically and emotionally safe, secure, connected, understood and cared for
- Consistently demonstrate mutual understanding and respect for each other
- Show appreciation for the contributions of others
- Care for their physical surroundings
- Learn together to achieve meaningful outcomes and remove any potential learning barriers
- Openly share and communicate ideas, troubles, issues and suggestions
- Develop self-confidence and self-reliance
- Accept personal responsibility and accountability for their attitudes and behaviour
- Support their peers
- Are supported to develop positive learning attitudes

Inclusive Behaviour Practice:

At Bow Community Primary School, we acknowledge that some children require a differentiated approach to managing their needs and behaviour. This may be true for children with an EHCP or

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SEND, those with social, emotional or mental health needs or those who are vulnerable, have attachment needs, or have experienced trauma.

We recognise that some children may struggle to control their feelings and emotions and may need a significant level of adult support to help them regulate and manage their feelings and emotions.

For some of these children, the normal rewards or consequences may not be sufficient to support them and other strategies may be required. We will consider the needs of each child on an individual basis and will support these children in a variety of ways.

For example, we may:

- Provide them with their own safe/calm space within or nearby their classroom to use when they need to calm down. Adults may direct them to this area when they see them beginning to dysregulate.
- Use a personalised reward system.
- Arrange targeted or specialist intervention from outside agencies.
- Arrange alternative provision for playtimes or lunchtime, if these unstructured times are a trigger.

In certain situations, we will work together as a team of adults to write Behaviour Care Plans (BCP) and/or risk assessments, to ensure that everyone knows how best to respond to the child in question, when they are finding it difficult to manage their feelings and emotions. These documents are regularly reviewed and shared with parents and all staff working with the child as part of our graduated response cycle. If needed, we will involve third party professionals in behavioural consultation.

Rewards:

Rewards are given by members of staff to celebrate and reinforce expected behaviours and good standards of work, as well as those that go above and beyond. Details can be found in *appendix c*.

Stepped Responses to Behaviour Intervention:

Staff will use their professional judgement in applying these steps.

Certain behaviours may merit moving straight to a later step.

Good practice in every classroom should include 'noticing and naming' good examples of behaviours for learning and making use of parallel / proximal praise to groups of children/ individuals.

For example; *'Well done [child], I can see that you have opened your book and are ready to learn.'*

In any scenario, children need to be reminded that, at Bow Community Primary School, we are:

'Ready, Respectful and Safe.' (Please see appendix e)

Pink/ Blue Class cards:

Staff will use a 'pink' card to communicate with SLT that support is needed in a more urgent fashion. Staff will use a 'blue' card to communicate to other staff that time out is issued for a child in another classroom.

Step One: Warning

- Use a discrete, verbal warning e.g. *'this is a warning or you may have to have "Time Out".'* (Please see appendix a for examples)
- Children should be fully aware of what this means and the possible consequences of continuing with the poor behaviour choice.

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- A child's initials may be recorded on a post-it note, but must not to be displayed on the board.

Step Two: Time Out within Class:

- Child sits at designated chair/area of classroom for Time Out within class for 5-10 minutes (max).
- The child should spend the time sitting in order to reflect, calm down etc. without causing disturbance.
- A restorative conversation **must** take place with the class teacher at an appropriate time (playtime, lunchtime, golden time) , soon after the incident. It is the teacher's responsibility to spend time with the child to initiate the reflection. This is age and ability dependent.
- The child may miss time from their playtime, lunchtime or golden time for restorative conversation and/or to catch up on missed work.

Step Three: Time Out of Class- in another classroom (blue card):

- This step is for time out in another class. This is age and ability dependent. This must be recorded on CPOMS.
- The child must be escorted to another class with the blue card. The child should spend the time sitting in order to reflect, calm down etc. without causing disturbance. This will be for 5-10 minutes max.
- The child is expected to have a reflective discussion with the class teacher/ TA during playtime or lunch time or during Golden Time (if applicable) and, if appropriate, complete any missed work.
- Restorative conversation – It is the child's class teacher's responsibility to spend time with the child to initiate the reflection (please see appendix b).
- The child may miss time from their playtime, lunchtime or golden time for restorative conversation and/or to catch up on missed work.

Step Four: TIME OUT OF CLASS with a senior member of staff (pink card):

- This step is for Time Out with a member of SLT. This should only occur when the level of disruption affects the teaching of the whole class.
- The child must be escorted to a member of the leadership team, or a pink card is sent for them to be collected. The child should spend the time sitting in order to reflect, calm down etc. without causing disturbance. This will be for a period time determined by the severity of the behaviour.
- The child is expected to have a reflective discussion with the class teacher/ TA during playtime or lunch time or during Golden Time (if applicable) and, if appropriate, complete any missed work. A member of SLT may support, if appropriate.
- The class Teacher/TA must record the incident on CPOMS & parents informed at the end of the day either by phone or face to face.
- On return to the classroom, if the child's behaviour declines or fails to improve, the steps to managing the behaviour should not return to Step 1, but resumed to Step 4. This will be teacher's discretion and dependent on individual circumstances and need.
- The child may miss time from their playtime, lunchtime or golden time for restorative conversation and/or to catch up on missed work.

Behaviour Care Plan and/or Risk Assessment:

If all above steps have been consistently failed to have a positive impact on behaviour, a Behaviour Care Plan (BCP) should be created by the class teacher and Headteacher and/or SENDCo. It is a supportive document and should be shared with parents during a face-to-face meeting. A Behaviour Care Plan will be reviewed half termly.



Step Five: Internal Exclusion:

- Step 5 is to address more serious incidents, such as verbal or physical abuse towards a member of staff or a child, with intent to cause harm to others or persistent disruptive behaviour.
- The child must be escorted to Headteacher or SENDCo or a pink card sent.
- Headteacher or SENDCo will decide whether or not to issue an internal exclusion based on the situation and the child's chronology/ CPOMS.
- The child will not be permitted to return to class for the rest of the session/ lesson (depending on the incident or time of day). Usually for a period of 1 lesson or up to half a day.
- Headteacher or SENDCo will record the incident on CPOMS
- Parents informed by phone call from Headteacher or SENDCo
- The child is expected to complete the missed work and complete a reflective activity during this time.
- The child will have supervised playtime or lunch time with the teacher/ support staff.
- Restorative conversation - it is the teacher's responsibility to spend time with the child to initiate the reflection, with the support of the Headteacher and/or SENDCo.

Steps Six and Seven are part of a legal framework to ensure all members of our school community are safe and able to learn, however, it remains the intention of Bow Community Primary School to never exclude a child.

Should an extreme incident take place, or over time all other options have been exhausted, the school may choose to take the following steps:

Step Six: Fixed Term Suspension:

- This is adopted as a result of a significantly serious incident or persistent breaches of school rules.
- Child escorted to the Headteacher or SENDCo or a pink card is sent.
- Decision to externally exclude is made by the Headteacher.
- Child is collected by a parent/carer and a Local Authority Suspension letter is issued
- Suitable work is set for the duration of the suspension and given to the child or parent/carer.
- Incident is recorded on CPOMS and an Annex B is completed.
- All Fixed Term suspensions are reported to the Full Governing Body at the FGB.
- The Chair of Governors is informed at the time a Fixed Term Suspension is issued.
- Upon return to school, child and parent have a reintegration meeting with the Headteacher and a fresh start is made.

Step Seven: Permanent Exclusion:

- Serious incidents need to be treated on an individual basis and the circumstances investigated.
- Only in exceptional circumstances would a permanent exclusion be considered.

These may include incidents such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

The Headteacher would make the final decision after seeking advice from any relevant agencies/ parties/ bodies. In this event, a letter from the Headteacher would be sent to the family inviting them to a Permanent Exclusion Hearing.

- Governors would need to form a committee and hold a panel hearing with parents attending.

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- Parents have the right to appeal any decision made.

Micro scripts:

All situations must be discussed with the child to understand the context and events.

We can use the following structure (RRRR): -

Reflect on what's happened

Accept Responsibility of what has happened & who has been harmed

Repair the relationship and agree next steps or sanctions

Reintegrate back into class positively.

Appendix a

To be <u>ready to listen</u> to an adult a child needs:	The micro-script for the adult to use:	Sharing the reason for this expectation:
To give full attention and look at the adult	"Look at me..."	"...so, you know... what is going to happen, thank you. "...as I am going to explain what to do, thank you."
To listen actively, but silently	"Be ready to listen..."	"...so, you can hear and understand what I am saying, thank you."
To respond appropriately	"Be ready to join in, thank you."	
To get started with their learning	"Get started, thank you."	

To be <u>respectful/safe</u> children need to:	The micro-script for the adult to use:	Sharing the reason for this expectation:
Walk in the school building	"Walk..."	...it's the safest way to move around, thank you."
Wait for their turn to speak/select resources etc	"Wait your turn, thank you."	
Stop justifying their actions by blaming someone else. For example: "but s/he did..."	" <u>You</u> need to take responsibility for your own actions..."	"... because <u>you</u> have made the wrong choice."

Appendix b

Restorative Conversation Questions:
1. What has happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What need to be done to put things right?
6. How can we do things differently in the future?



Appendix c

School Rewards:
Weekly Learning Flame (x2 per class) – reader, role model, learner
Headteacher Wow award Praise from SLT, stickers, whole class Golden Time
Smileys/ House Point counters
Positive phone calls home

Appendix d

<u>Misbehaviour</u> is defined as:
<ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework • Poor attitude
<u>Serious misbehaviour</u> is defined as:
<ul style="list-style-type: none"> • Repeated breaches of the school rules that lead to unreasonable high-level disruption of children’s right to learn • Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy) <ul style="list-style-type: none"> • Physical violence or verbal aggression directed towards an adult or pupil • Use of object/weapons to hurt others • Serious/ continued bullying incidents • Vandalism leading to significant damage of school property and resources • Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix e

<p>First Attention for Best Behaviour</p> <p>Remember: PIP (Praise in Public) RIP (Remind in Private)</p>	<ul style="list-style-type: none"> • Good practice in every classroom should include ‘noticing and naming’: <i>‘Well done [child], I can see that you have opened your book and are ready to learn’</i> <i>‘Thank you [child] for following the instructions’</i> <i>‘Thank you keeping us safe’</i> • In any scenario, children need to be reminded that, at Bow Community Primary School, we are: ‘Ready, Respectful and Safe’
<p>Step One: Warning Privately and at eye level Respond to poor behaviour with deliberate calm</p>	<ul style="list-style-type: none"> • Remind the child of the classroom rules (draw back from confrontation) • Use a discrete, verbal warning e.g. <i>‘You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic. If you choose not to do the work, then you will move to Step Two which is Time Out. I will leave you to make your decision.</i>



	<ul style="list-style-type: none"> A child's initials may be recorded on a post-it note, but must not to be displayed on the board.
<p>Step Two: Time Out within Class Outline behaviour and consequences quietly to child</p>	<ul style="list-style-type: none"> Use the sentences: <i>'It was the rule about.... ready/respect/safe that you broke. You are going to have time out to calm and compose yourself.'</i> Child sits at designated chair/area of classroom for Time Out within class for 5-10 minutes (max). A restorative conversation must take place with the class teacher at an appropriate time, soon after the incident. It is the teacher's responsibility to spend time with the child to initiate the reflection. This is age and ability dependent. A child's initials may be recorded on a post-it note, but must not to be displayed on the board.
<p>Step Three: Time Out of Class - in another classroom (blue card) Foxcubs to Otters. Otters to Foxcubs. Hares to Badgers. Badgers to Hares. Stags to Badgers.</p>	<ul style="list-style-type: none"> The child must be escorted to another class with the blue card. The child should spend the time sitting in order to reflect, calm down etc. without causing disturbance. This will be for 5-10 minutes max. This must be recorded on CPOMS. The child is expected to have a reflective discussion with the class teacher/ TA during break time or lunch time or during Golden Time (if applicable)
<p>Step Four: TIME OUT OF CLASS with a senior member of staff (pink card)</p>	<ul style="list-style-type: none"> This should only occur when behaviour is so disruptive, that it is affecting the teaching of the whole class or the previous 3 steps have been followed in one day. The child must be escorted to a member of the leadership team, or a pink card is sent for them to be collected. The child will spend the time sitting in order to reflect, calm down etc. without causing disturbance. This will be for 5-10 minutes max. The child is expected to have a reflective discussion with the class teacher/ TA during Break Time or lunch time or during Golden Time (if applicable) and, if appropriate, complete any missed work. A member of SLT may support, if appropriate. The class Teacher/TA must record the incident on CPOMS & parents informed at the end of the day either by phone or face to face <p>On return to the classroom, if the child's behaviour declines or fails to improve, the steps to managing the behaviour should be escalated to Step 4.</p>
	Each day is reset.

Appendix f
(Widget Restorative Conversation prompt)