

# Bowling Green Primary School

Behaviour Policy 2019/20



**Growing Hearts  
and Minds**

## Document summary table

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## **Our aims**

At Bowling Green Primary School, we have high expectations of behaviour. We believe that good behaviour is the shared responsibility of staff, parents and pupils. It is a primary aim of Bowling Green Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. There is a strong emphasis on promoting good behaviour and good relationships so that people can work together with the common purpose of helping everyone to learn.

Our behaviour policy has been developed through consultation with the School Council.

## **We aim to:**

- ❖ Encourage positive behaviour
- ❖ Enable children to be aware of and take ownership of their behaviour
- ❖ Enable children to respect the rights of others at the school

## **The basic rights of our school family are:**

- 1.) The right to feel safe
- 2.) The right to learn
- 3.) The right to be treated with respect

The children at Bowling Green Primary School have discussed the rules which they feel are important at school with their class teacher. These rules have been agreed by the School Council and shared with all children through PSHCE lessons and during school assemblies.

These rules are displayed in all classrooms and around the school and are referred to when appropriate, to enable the children develop their social and emotional values.

## **Bowling Green Primary School Rules**

Rule 1:  
Show respect by being kind, honest and well-mannered at all times.

Rule 2:  
Always be helpful.

Rule 3:  
Always give your best in all that you do.

Rule 4:  
Look after everyone and everything.

Rule 5:  
Sit quietly in assembly/move sensibly round school.

## Rewards

High standards of conduct are the expected norm at our school. Our expectations in this area are communicated through assemblies, displays in classes and shared areas, explicit teaching and through the ethos within each class and throughout school. **Positive behaviour will always be highlighted first.** Rewards include:

- ❖ *Praise from class teacher, other adults working in class and peers*
- ❖ *Praise from other members of SLT, DHT/HT*
- ❖ *House points*
- ❖ *Use of stickers and smiley faces*
- ❖ *Extra responsibilities in and around school*
- ❖ *Individual classes may also have additional rewards*
- ❖ *Certificates which recognise good behaviour and attitudes to learning*

## Sanctions

Sanctions are outlined in the traffic light system below; where behaviour displayed is unacceptable:

- ❖ *It must be clear why the sanction is being applied and that it is the behaviour which is being punished, not the child*
- ❖ *It must be made clear what changes in behaviour are required to avoid future punishment*
- ❖ *There should be a clear distinction between minor and major offences*

## Time Out

Sometimes there is need for 'time out' - this is when children are temporarily excluded from their learning and social environment. This may be moving a child to a different part of the classroom or, if necessary, to a colleague or senior teacher's classroom. In more serious circumstances, there may be need to involve the Deputy Head/Headteacher. **Children will not be sent to an unsupervised area.**

### **Reasons for time out:**

- ❖ *If children have displayed aggressive behaviour to others, including verbal abuse*
- ❖ *For persistent low-level behaviour, including calling out/distraction which interferes with the other children's right to learn or the teacher's right to teach*
- ❖ *For any significantly unsafe behaviour*

### **Time out can:**

- ❖ *Protect a child and teacher's rights*
- ❖ *Give the disruptive child time to cool down and regain composure*
- ❖ *Allow the disruptive child some thinking and reflection time*
- ❖ *Give the class and teacher necessary cool-off time*

## Reception

As the children in reception class are still very young, any children who have displayed 'amber' and 'red' behaviours will be punished immediately by being asked to go to a 'time out' area of the classroom for a given amount of time (2 minutes for amber and 5 minutes for red).

## Lunchtime

At lunchtimes, positive behaviour will continue to be a focus.

### Lunchtime Sanctions

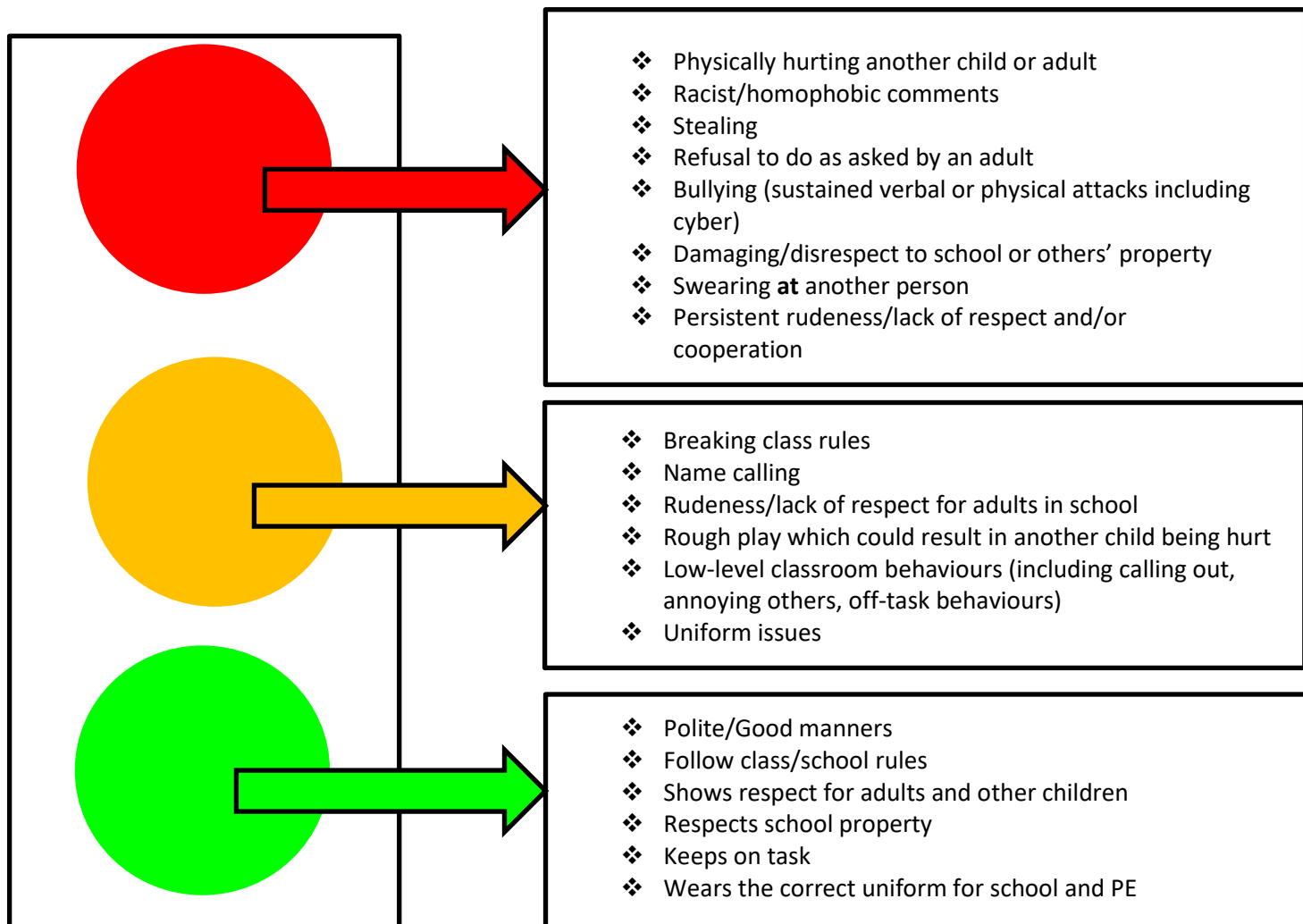
The 'traffic light' system will continue to operate throughout lunchtime. Where children have been given an 'amber' warning, the class teacher will be informed by the midday supervisor who dealt with the incident. If a child displays persistent negative behaviours, this will be dealt with by the senior midday supervisor who will inform the class teacher.

A member of the senior leadership team/Deputy/Headteacher may become involved (referring to the unacceptable behaviours highlighted in the 'traffic light' system).

### Acceptable and Unacceptable Behaviours

Positive behaviour will **ALWAYS** be emphasised first and foremost - children displaying appropriate and positive behaviours will be rewarded.

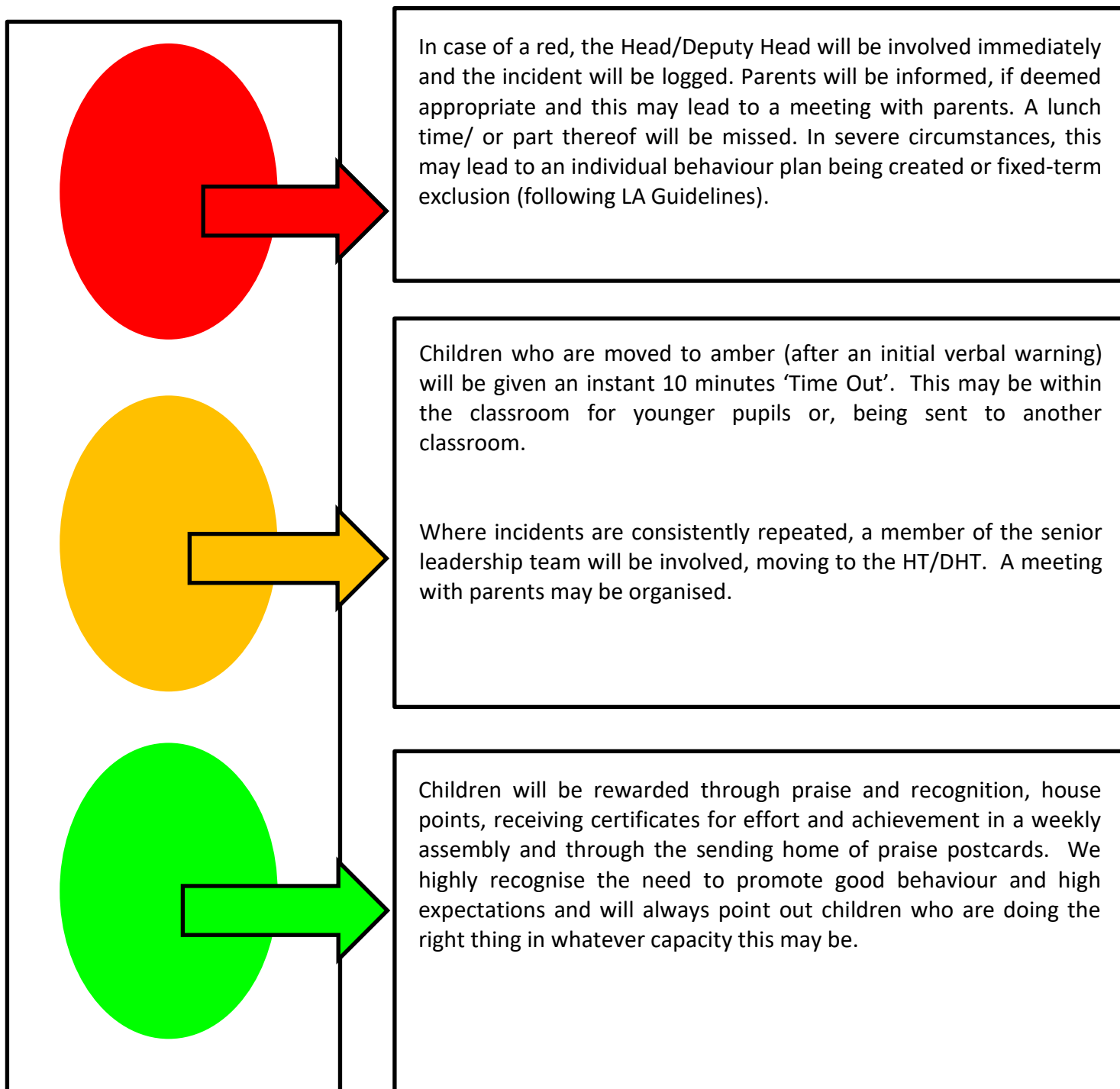
However, at times it is necessary to apply sanctions for certain behaviours which are not deemed appropriate. We operate a 'traffic light' system which highlights three broad bands of behaviour.



There may be behaviours which are not explicitly described here. It is up to the school's discretion to decide where the specific behaviours fall into and the therefore respond with appropriate consequences.

## Rewards and Sanctions

The traffic light charts will be displayed on the board in each classroom; they will be reminded of how the system works both in class and during assemblies as part of our PSHCE work. Children will begin each day and each new week on the green circle. The following chart shows the progression sequence if a child moves up to amber and/or red:



**Strategies for dealing with challenging behaviour**

No school can have a 'no touch' policy and therefore under extreme circumstances the use of 'Team Teach' to control or restrain children may be used. This would only be used to prevent a pupil committing a crime, causing injury to themselves or others or causing damage or severe disruption.

For those children who have specific behavioural needs, they will operate their own Individual Behavioural Plan which differs from the traffic light system. This will be explained to other children.

Staff will consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern);
- A further verbal reprimand stating:
- That this is the second request for compliance;
- An explanation of why the observed behaviour is unacceptable;
- An explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.

'Reasonable force' uses the minimum degree of force to prevent a child harming him or herself, others or property.

**This policy will be reviewed in November 2019**

Approved by the Governing Body

<b>Signature of committee chair:</b>	
<b>Date:</b>	