



BOWLING GREEN ACADEMY

Positive Behaviour Policy

**(Including Anti-bullying and Anti-Racism
Strategies)**

Approved by:	Local Governing Board		
Responsible department:	Bowling Green Academy		
Last review date:	10.10.2023	Last reviewed by:	Jamie Stuttard
Last updated:	10.10.2025	Last updated by:	Jamie Stuttard
Next review due :	10.10.2026		

Vision and Values

We worked collaboratively in our school community – with children, families, staff and Governors – and decided on these four values.

- **Kindness.** We are kind to others, kind to ourselves and kind to where we live (value to including behaviour policy, celebrating individuality, mental health/wellbeing, community, respect, eco-consciousness, preparing ourselves for lives 'in modern Britain')
- **Independence.** We are great learners and ready for life's next steps (value to include teaching and learning, developing independence, scaffolding, differentiation, marking and feedback, etc.)
- **Tenacity.** We keep going when faced with challenge (value to include resilience, growth mindset, 'recovering well' from setbacks)
- **Enjoyment.** We enjoy coming to school to develop curiosity (value to include broad and balanced curriculum, trips/experiences, etc.)

Through our 'KITE Values', we are *Achieving Together*.

LEGAL REQUIREMENTS

This policy is written to reflect best practice outlined in *Behaviour and discipline in school – Guidance for governing bodies* (July 2013) produced by the Department for Education.

We aim for every member of our school community to feel valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The Positive 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. The purpose of our Positive Behaviour Policy is to:

- Encourage positive behaviour
- Enable children to be aware of – and take responsibility for – their behaviour • Enable children to respect the rights of others at the school, and feel respected
- Ensure everyone at Bowling Green Academy feels safe.

At our school we aim to promote the children's social development skills by early intervention and by promoting appropriate and positive behaviour. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. This will be achieved by:

- A whole school behaviour approach, with **all** staff being responsible for **all** children
- An expectation that all staff and visitors to the school act as role models
- Fostering in pupils a positive self-image, self-discipline and empathy for others.

Bowling Green Academy School Rules

1. Show respect by being kind, honest and well-mannered
2. Always be helpful
3. Try your best in all that you do
4. Look after everyone and everything
5. Move around spaces sensibly and safely.

POSITIVE BEHAVIOUR

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff members are here to create the appropriate environment and opportunities for this to happen. This Positive Behaviour Policy has been produced by the school community working together to reflect our values.

The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanors arise. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

We value the ethos and strategies around the practice of **Restorative Justice** and use this learning to support children to positively resolve any conflicts they may have.

Bowling Green Academy supports the United Nations Convention on the Rights of a Child (UNCRC), and although it does not hold the official certification, its ethos and practice reflects the fundamental foundations. The UNCRC is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

ANTI-BULLYING

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. The three main types of bullying are physical, verbal or indirect (such as spreading rumours, social exclusion and cyber-bullying).

Bullying will not be tolerated at Bowling Green Academy.

For more information about bullying, please seek the Trust's [Anti-Bullying Policy](#).

RACISM

The Race Relations (Amendment Act 2000) places a positive legal duty on the whole of the public sector, including schools, to promote equality.

Bowling Green Academy endorses the MacPherson Report's (1999) definition of a racist incident, namely that:

“A racist incident is an incident which has been perceived to be racist by the victim or any other person”.

Racist incidents will be dealt with in accordance with the rest of this document and with the Trust’s Anti-Bullying and Equality Policies .

As required by the Government, racist incidents involving either children or staff will be recorded. The Principal will exercise professional judgement whether or not to notify parents but will log whether or not notification has taken place. The school will apply the Trust’s Complaints Procedures for any incidents unresolved. Incidents will be reported to a meeting of the Governors.

POLICY INTO PRACTICE

Promoting good behaviour and positive attitudes

The major aim shall be to develop methods and techniques to promote positive values to children by:

- Developing a clear code of conduct backed by a balanced combination of rewards and sanctions
- Encouraging pupils to openly discuss problems as and when they arise – either individually or in group sessions
- Encouraging staff to be aware of individual children’s problems and needs ensuring they are closely monitored
- Encouraging and developing parental support for the behaviour and discipline policy
- Fostering good relationships between all staff and pupils based on mutual respect
- Developing an appropriate training programme for all staff to support this policy
- Allocating curriculum time to enhance children’s Personal, Social and Health and Cultural Education.

Positive Behaviour Management Strategies

Listed below are a range of strategies which are proven to have been effective in positive behaviour management. These are used throughout school to create a positive, ‘no shouting’ ethos:

- Positive Feedback- Acknowledge/Approve/Affirm: acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- Positive Correction- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- Non-verbal cues – hands up, directed gaze, finger on lip, the ‘look’
- Give ‘take-up time’ – a clear, specific direction given in a non-confrontational way, moving away from the child with a clear expectation that they will comply

- Tactically ignore – ignoring any secondary behaviours if the pupil is compliant with the primary request (e.g. tactically ignoring huffing or mumbling)
- Physical proximity – an adult moving closer to a disruptive pupil
- Distraction or diversion – giving an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour
- Clear expectation – e.g. “When you go back into the classroom after lunchtime, I will give a house point to those children who start their activity straight away”
- Where / What – e.g. ‘Where should you be?’, ‘What should you be doing?’
- Choices – e.g. ‘Either put your toy away or leave it on my desk’
- Repair and Rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the child – ‘catch them being good’.

The rules and procedures in this policy were designed by the staff, children and parents/carers of Bowling Green Academy. It is agreed with the LGB and embedded across the school.

Rewards

We aim to create an ethos where children’s strengths and good behaviour are continually acknowledged and reinforced by praise – positive behaviour will always be highlighted first. High standards are the expected norm at our school.

At the start of the school day, all children will be on ‘Green’. ‘Green’ behaviours are encouraged throughout school and are the types of behaviour we expect to see at all times in order to promote good behaviour for learning. As a school community, we felt that the hard work and commitment of these children should be recognised and celebrated to promote a positive learning culture. Children receive a Good to Be Green treat at the end of each half term if they have remained on green.

Green behaviours include:

- Demonstrating Bowling Green Academy School Rules
- Following instructions
- Trying your best
- Using good listening, communication and collaborative skills
- Being kind to others
- Being a good friend
- Helping others
- Working together well
- Working independently
- Caring for our school environment.

Children who remain consistently on Green will receive a ‘Good to be Green’ treat at the end of each half term.

Children who have shown exceptional behaviour can progress ‘above’ Green – onto the **Kite**. Children will stay on the Kite for the remainder of that half term (presuming no incidents of negative behaviour occurs). These Kite children may be referred to and may model excellent behaviour to their classmates and peers.

Children on the Kite will be awarded with a behaviour treat/‘special experience’. This experience will be chosen by the SLT.

Further rewards include:

- Praise from adults and peers
- House points
- Stickers
- Extra responsibilities around school
- Certificates
- Informing parents/carers
- Awards, such as in our weekly Celebration Assembly.

Amber behaviours occur when a child does not display Green behaviours. There are two increments to this stage. They are:

1. A private verbal warning from the teacher, e.g. “This is a warning. Can you turn it around?”
2. Five minutes ‘time out’ in the classroom. A child may be asked to make up for lost learning time with a private explanation, e.g. “You have had a warning, now you need some time out because...”

At the second increment, a child’s name is repositioned onto the amber space on the back of the behaviour board, following a conversation with an adult (‘reprimand in private’).

Red behaviours occur if a child’s behaviour does not improve from being on Amber. A child on red will be sent to a member of the Senior Leadership Team. A child’s name is repositioned onto the red space on the back of the behaviour board, following a conversation with an adult. The teacher / member of SLT will contact parents/carers to explain what has happened. This will be recorded in school. A child will miss some of their lunchtime and/or playtime – whichever is next following a red incident and depending on the age of the child. This should be spent reflecting on how the situation could have been managed better. A child on red may also spend some time internally excluded, e.g. spending time in another classroom or school office. This is, again, to reflect on the situation and also allow some time apart from peers, if necessary.

A child may progress straight to red if they have:

- Deliberately hurt others
- Damaged school property
- Refrained from telling the truth
- Been disrespectful
- Displayed dangerous behaviour.

Children on red will be asked to complete a reflection sheet with a known adult (either a KS1 version – mostly through drawing and labelling or a KS2 version – discussed and written responses). This will be recorded in school. Children on red, or regularly on amber, will miss some or all of their ‘good to be green’ treat at the end of a half term.

The System

All classes are to display a behaviour chart. The charts are double sided with the side showing the children's names on green facing the forward. If a child needs to go onto Amber or Red, the name should be moved to the back of the chart following a discussion with the child. The intention here is to 'Praise in Public' and 'Reprimand in Private', therefore avoiding naming those who demonstrate wrong behaviours.



Application

The Governors shall delegate responsibility through the Principal to the staff to apply the rules and procedures.

Each member of staff must be fully aware of their responsibility for implementing the policy and reporting back.

Each member of staff must be fair, firm and above all, **consistent** in their dealing with ALL children.

EXPECTATIONS

Of Staff

- Create a positive, encouraging atmosphere
- Foster a sense of belonging to a family and community
- Ensure that each person feels valued and their contribution is welcome
- Foster in children a caring attitude towards other people in the school and their belongings
- Establish and maintain good relationships with each child
- Speak to the children with the respect they deserve
- Approach all parents with equality, as all have the right to be involved
- Deal with problems:
 - a) positively
 - b) calmly, not in temper, use a cooling off time
 - c) by looking at both sides
 - d) by establishing the facts through investigations
 - e) by promoting discussion to establish an acceptable common code of conduct.

Of Pupils

- Move in and around school carefully without pushing and to assemble when and where necessary
- Return all equipment to the relevant storage place
- To know and keep the rules of the: classroom; playground; dining hall; cloakrooms; toilets and end of school
- Learn to respect every person in the school
- Listen to what others have to say, encourage and support them
- Care for general appearance of the school and take pride in their school
- Encourage their family to come into school to be involved
- Report any accident or breakage
- Work sensibly by oneself with a partner or in a group
- Speak with a respectful and calm tone
- Represent the school well when taking part in out of school activities.

Of Parents

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Sign the home: school agreement and adhere to its conditions

Of Governors

- Promoting the values of Bowling Green Academy
- Creating an effective partnership between pupils, parents, staff and Governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Sometimes, children with special educational needs and disabilities (SEND) find it more difficult to understand the causes and effects of inappropriate behaviour and will need additional support from parents and the school. Where possible, the Bowling Green Academy behaviour system will be adapted to support children's understanding (e.g. the colour system may still be used with adaptations, or sections of the day may be broken into smaller, visual 'chunks' of time). There may also be more regular communication with parents.

As detailed in the SEND Code of Practice (2014) Bowling Green Academy SEND Policy, behaviour is not regarded as a special educational need. Behaviour may, in accordance with the Code of Practice, be seen as a cause of an underlying special educational need. If this persists, staff, with parental support, may seek further professional advice from external agencies and follow a graduated approach of support as set out in the school's SEND Policy.

TRANSITION

At Bowling Green Academy, we value the importance of an effective transition when a child moves to a new school. Each child's behaviour for learning is discussed within focused meetings prior to the move to allow key information and strategies to be shared.