



Bowburn Primary School

Positive Behaviour and Discipline Policy

Reviewed: March 23, March 2024
Shared with Governors:

1 Aims and expectations

- 1.1 It is a primary aim of Bowburn Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 **The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**
- 1.7 The School has a personal tracking system (CPOMS) for all those children who may be causing concern for a number of reasons including behaviour, attendance, emotional or social difficulties. The children on this tracking system are reviewed by the Senior Management team on a termly basis and appropriate intervention is put in place.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - The school awards children merits for a variety of reasons, good behaviour, consideration to others, and thoughtfulness are just a few examples. Often this is in the form of 'Dojos' via Class Dojo system that is used in all classes.
 - Each week we nominate a child from each class to be 'Star of the week' and certificates are awarded in a weekly celebration assembly each Friday.
 - Each year group has its own reward system and these are applied consistently across the year group. For example younger children may be 'on the rainbow'
- 2.2 Bowburn Primary School has a set of Rules written and agreed by the children. These Rules are on display around the school and children are regularly

reminded about them. They are also shared at the front of pupils' personal organisers in Key Stage 2.

2.3 Bowburn Primary School employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, to sit on their own, or to sit with a classroom assistant.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher supports this child to return to the task. If a child misbehaves repeatedly, we isolate the child from the rest of the class (child must be supervised by an adult) until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child has to carry out a logical consequence at an appropriate time . If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents (this may be via Dojo) and/or seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- For those children who are repeatedly disruptive, the senior leadership team would become involved. School employs a behaviour report by which a child's behaviour is recorded lesson by lesson. Targets are set for improving behaviour which are shared and agreed with pupils, staff and parents. The behaviour report is shared at the end of each week with a senior member of staff, copied and sent home to be discussed with parents, who may then decide to issue a reward or consequence at home. This is also used as an effective way of communicating between school and home on a daily basis.

In some circumstances, a child who is repeatedly disruptive may need to have a Behaviour Support Plan, agreed and shared with the parent, child, teacher and if necessary SENCO and / or PSA.

2.4 Each class also has its own classroom code, which is agreed by the children at the start of each academic year and displayed on the wall of the classroom, and revisited frequently. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PHSE.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidences of Racial bullying are dealt with according to the guidelines set out in DCC's Racial equality policy.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as outlined in the 2012 Use of force Guidance. Senior teachers and a number of teaching and support staff and the Head teacher have had appropriate Team Teach Positive Behaviour Training in December 2020 (updated in May 2022) - a Government supported, National training award,

which promotes the least intrusive positive handling strategy. The school has a Positive Handling Policy which has been approved by Governors and is available on the school website. Any use of restraint by staff of pupils will be recorded and parents will be notified immediately, as per policy.

- 2.7 We employ school counsellors through IMPACT North East , who work with pupils in school every week. The school counsellors can work on behaviour management strategies with pupils, and through family support can help and advise parents on dealing with children's behaviour at home. Miss Karen Gates , PSA, can also support pupils in school to promote positive behaviour.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time, break times and when transitioning around the building .
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the senior staff in their year group or if more serious the deputy head teacher. Only in the most serious of incidents will the head teacher become involved.
- 3.5 The class teacher, the deputy head teacher or the head teacher liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the parents, SEND caseworkers, Social Services or the Local Authority.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This contact with parents would be recorded on CPOMS and also any actions or outcomes.
- 3.7 The school has a School Council which meets , usually half termly. The Council consists of 1 representative from Year 1 to Year 6. They meet with the Head teacher and Mrs Foster to discuss issues raised by children in their year groups.

4 The role of the Head teacher and Senior Management Team

- 4.1 It is the responsibility of the head teacher, under the Dfes guidance –*Behaviour and Discipline in Schools, Advice for Head teachers and School Staff 2016* - to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is

also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The senior management team keeps records of all reported serious incidents of misbehaviour.
- 4.4 The head teacher has the responsibility for giving fixed-term exclusions (now called 'suspensions') to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Notification of exclusions will be shared with the relevant officers of the LA, following guidelines set down by DfE on pupil exclusions (suspensions).

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour (unless it was a safeguarding matter which would not necessarily be shared with a parent immediately.)
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Head Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaints or appeal process can be implemented.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 6.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.
- 6.3 Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their

functions are carried out with a view to safeguarding and promoting the welfare of children.

Behaviours in Nursery /EYFS

In Early Years we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Early Years uses the following strategies to help prevent biting including individual, one-to-one and small group times so that each child is receiving positive attention. Creating areas for children who are feeling overwhelmed to go to, including stories to talk about emotions. We also support social and emotional development by providing activities and stories that help children to recognise feelings and empathise with characters and events.

For children who have oral stimulation needs, resources will be provided to fulfil this requirement including sensory activities such as biting rings. Staff will be vigilant to identify when children need more stimulation or quiet times. Adequate resources will be provided and, when possible, more than one toy to minimise conflicts. At Bowburn Primary School, every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone, if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. - Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration

- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten. If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

7 Suspensions (fixed term exclusions) and permanent exclusions

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the DFE guidance outlined in Exclusion from maintained schools, academies and pupil referral units in England. <https://www.gov.uk/government/publications/school-exclusion>
We refer to this guidance in any decision to exclude a child from school. We also follow the DCC guidance on pupils exclusions and liaise with appropriate DCC staff.
- 7.2** Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the head teacher excludes a child, she informs the parents immediately, giving reasons in writing for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4** The head teacher informs the LA, the governing body about any permanent exclusion, and about any fixed-term exclusions (suspensions).
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 7.6** The governing body has an appeals panel which is made up of three members. This committee considers representations from parents in the case of exclusion.
- 7.7** When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8 Offensive weapons, drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day it is the responsibility of the parent to take this medication directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded. The police and social services will be informed as necessary.
- 8.3 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary suspension (exclusion). The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 8.4 If the offence is repeated the child will be permanently excluded.
- 8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
- 8.6 The school takes very seriously any child bringing a potential weapon or sharp implement into School. There are two sets of legal provisions which allow staff to confiscate items from pupils. In Section 94 of the Education and Inspections Act 2006 staff are granted power to search without consent for prohibited items including knives and weapons. The legislation sets out that prohibited items found as a result of a search must always be handed over to the police.

(see separate Weapons Policy 2021)

9 Monitoring and review

- 9.1 The head teacher and senior management team monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMS. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors share written details of any incident in the lunchtime incidents book.
- 9.3 The head teacher keeps a record of any child who is excluded for a fixed-term, or who is internally or permanently excluded.

- 9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.