

Behaviour and Anti-Bullying Policy

Summary

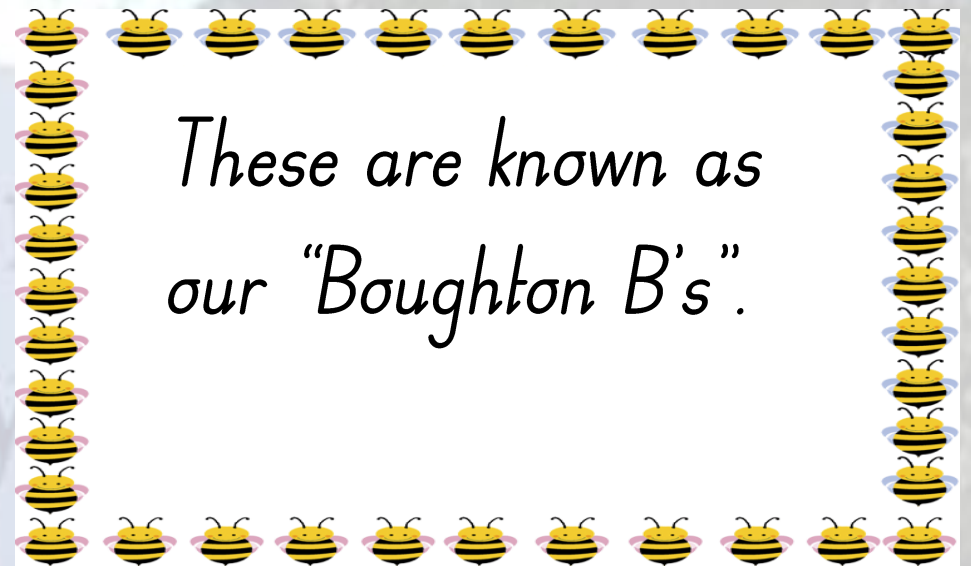
KEY PRINCIPLES



Boughton
Primary
School

Three simple rules

Our Behaviour Promise (rules) clarifies the desirable behaviours we wish to see:



Types of Behaviour

Wanted behaviour	Unwanted behaviour	
Our Boughton Bs- making the right choice in every situation.	Anything that hurts bodies, feelings or equipment.	
	Unintentional	Intentional
	Bumping into/running into someone during a game; rough play (when not previously happened or warned about it); misusing equipment by accident.	Deliberately hurting bodies or feelings, including continuing previously unintentional behaviour which has already been spoken about; bullying; damaging equipment.

Rewards for Positive Behaviour

Our philosophy that *it is more effective to reward than punish* remains unchanged.

In class rewards (vary according to each class):

Stickers

Stamps

Raffle tickets

VIP

Star of the day/week

Dojo of the week

Reach for the Stars, Sunshine Award, Proud Cloud

Whole school daily/weekly rewards:

Dojos (Y1 to Y6 for learning behaviour)

Good to be Green stickers

House points (for behaviour around the school and outside)

Whole school yearly

Character Strength Awards

Bullying

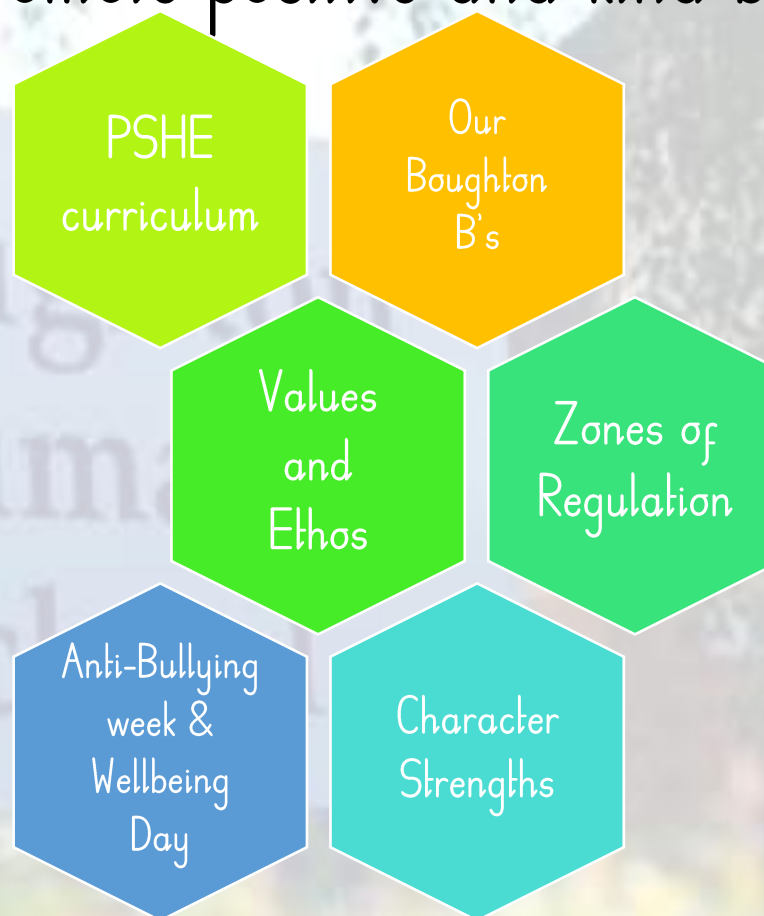
We define bullying as **repeated**, **negative** behaviour **intended** to make others feel upset, uncomfortable or unsafe.

Bullying can be **verbal**, **indirect** or **physical**.

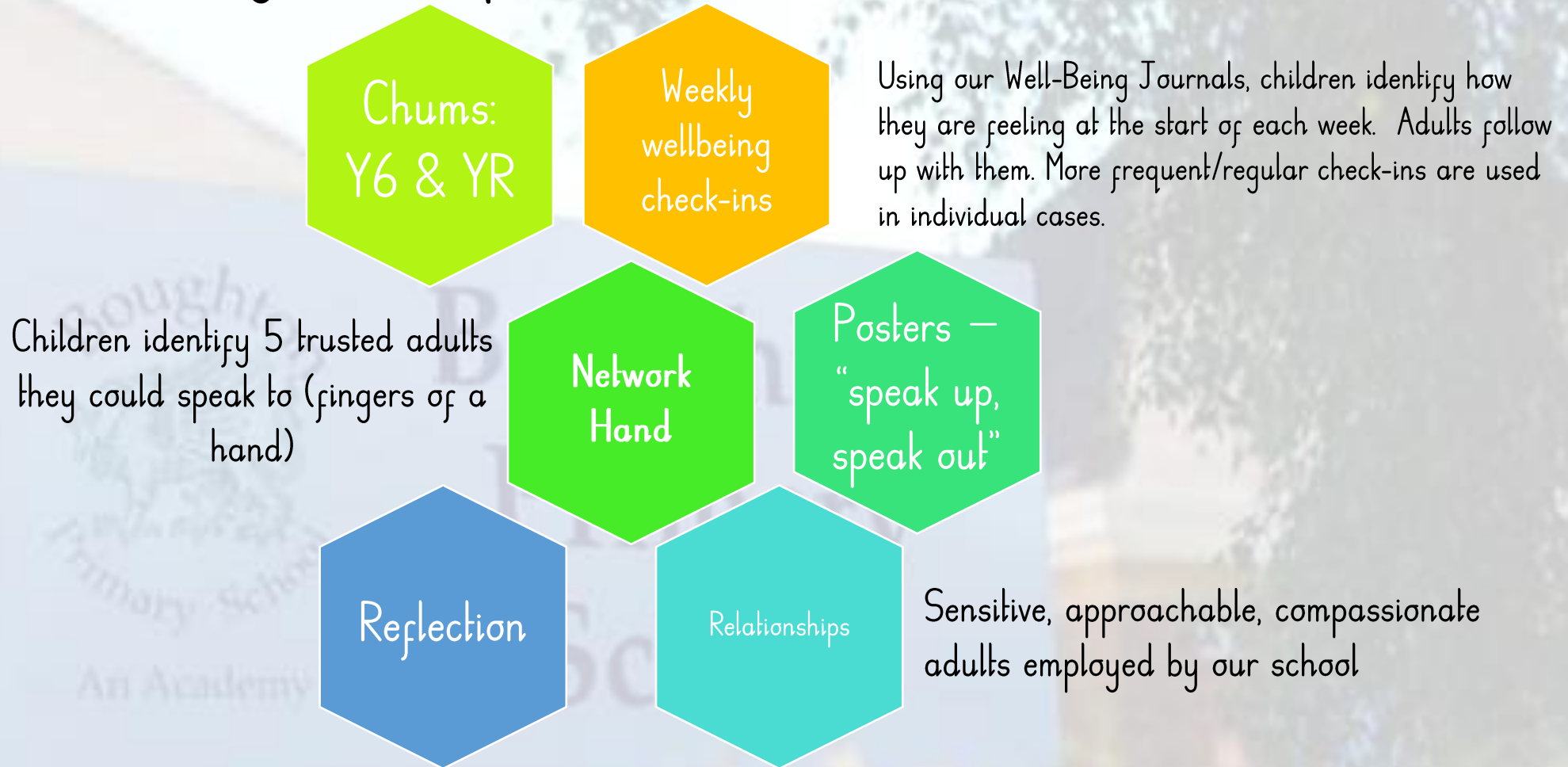
Verbal	Indirect	Physical
Swearing	Cyberbullying	Punching, hitting
Discriminatory language	Isolation	Tripping
Hurtful comments	Spreading rumours	Kicking
Name-calling	Intimidation	Throwing things

How we try to prevent unwanted behaviour, including bullying from happening

Our **curriculum** is designed to promote positive and kind behaviour to others, through:



Systems designed to promote kindness



Dealing with bullying

We know that bullying can, and does, happen — despite the many preventative systems in place.

Incidents are dealt with in line with our Behaviour Policy.

This includes incidents of cyberbullying which may take place out of school, for example when gaming, on social media or in chats.

Dealing with bullying

Step	What happens	Why
1	Investigation, including Reflection	We need to unpick the situation by talking to everyone involved, to fully understand what, where, why and how.
2	Consequences in line with the behaviour	All behaviour leads to consequences. Unwanted behaviour leads to negative consequences, in line with our policy.
3	Reparation and a chance to make amends	This is important to help anyone involved in bullying behaviours to understand the hurt it has caused and to stop it happening again
4	Communication with parents.	Sometimes this is the start of the process, when a parent draws an issue to our attention; the follow-up is vital.

Continued, repeated, negative, intentional behaviour

Further actions may include, but are not limited to:

Parental
involvement with
SLT



- Parents would be invited to meet with school leaders, to address the continued behaviour and find ways forward, including a behaviour support plan

Referral to
outside agencies

- This could include referrals to identify unmet needs and provide recommendations for support, or referral to MASH if safeguarding issues are identified.



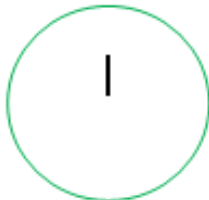
Suspension

- This would happen if there were continued, serious breaches of the school's behaviour policy.

Suspension includes the incident(s) being added to a child's permanent school record.

Good to be Green

Dojos are used from Y1 upwards as a reward for positive choices in the classroom.

Everyone starts every day and every session on the Start button. Positive choices will lead to remaining on Start.		Remain here for +5 Dojos at the end of the lesson.
Warning – a first chance to change.		Remain here for +3 Dojos at the end of the lesson.
Continuing the wrong choice or a new wrong choice leads to a "1". However, this means children can still be "green all week."		Lose 1 Dojo.
A further wrong choice leads to a second, final warning (a "2").		Lose 2 Dojos. Lose Good to be Green. Payback 5 minutes next breaktime.
A further wrong choice leads to a "3". This means Reflection during the next lunch time/next available opportunity.		Lose 5 Dojos. Payback at least 10 minutes during Reflection.

Lessons start with a reminder of expectations re: behaviour, appropriate noise levels etc.

Everyone starts each lesson/session on the Start button.

Examples

Positive choices in lessons	Negative (wrong) choices in lessons
Listening, looking at the person who is talking	Talking when others are talking
Only holding the equipment you are meant to, when you are meant to; keeping hands/feet to yourself	Messing about with equipment; hurting another because you are not keeping hands/feet to yourself — this could be unintentional
Keeping the noise level to an agreed level (some lessons might be louder than others e.g. PE, music)	Shouting, calling out, chatting or disturbing the class, preventing the maintenance of a calm learning environment
Asking for help if you need it by raising your hand and waiting for an adult to come to you; being respectful to adults	Being disrespectful to adults either in your tone of voice, body language (e.g. eye-rolling), or words; unkind words to other children
Completing the tasks you are asked to do	Not completing the tasks you are asked to

Red-line behaviours

These are behaviours which are

Intentional

Unwanted

Of a serious nature

These will result in an instant 3 – and could lead to steps 4 & 5.

Examples of Red-line behaviours

The following behaviours are considered red-line behaviours, which result in an automatic "3", wherever they occur:

- Defiance
- Physical abuse
- Verbal abuse
- Prejudice
- Bullying

Examples of Red-line behaviours

Behaviour	What this looks like
Defiance	Actively refusing to do as an adult has asked; persistent disruption of learning
Physical abuse	Physical assault against a pupil; physical assault against an adult; use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
Verbal abuse	Verbal abuse or threatening behaviour against a pupil; verbal abuse or threatening behaviour against an adult; using foul language aimed at a pupil or adult
Prejudice	Abusing another person due to their protected characteristics e.g. gender, race, disability, religion, sexuality.
Bullying	Repeated, negative, intended behaviour that causes harm (emotionally or physically).

Lunchtime procedures

Step	Behaviour	What happens	Consequence
W	Unintentional, unwanted behaviour	A quick warning /quiet word— chance to change	No further consequence unless behaviour continues
1	Unintentional, unwanted behaviour - continued	Further warning and a behaviour card given. Take card to the assigned adult.	Name in yellow book .
2	Intentional, unwanted behaviour OR repeated unwanted behaviour despite having a '1'	Further warning and a second behaviour card given (could be by the same adult or another). Take card to the assigned adult.	Name in yellow book a second time. 5 minutes time out with the assigned adult before returning to play.
3	Continuing the behaviour above	Another card given (could be same adult or another). Take card to the assigned adult.	Adult gives Yellow Reflection card for child to take in. Reflection includes 10 minutes time out & how to make amends.
OR	INSTANT 3 FOR Intentional, unwanted behaviour of a serious nature — "red line" behaviours. Prejudice Swearing Violence Defiance Bullying	Red card sent to staffroom SLT to attend	Reflection time with senior staff and decision whether to advance to step 4 or 5. If not step 4 or 5, SLT decide if child can return to playground that day at all. Child only returns to playground if judged safe to do so — dependent on circumstances.

Reflection

Reflection takes place during lunchtime. We do not use lesson time to investigate issues.

The purpose of Reflection is two-fold:

1. To ensure all sides of a story can be heard;
2. To allow children to repair (make amends) for a mistake.

Sometimes children need to attend Reflection to give a witness statement.

The consequence of needing reflection (other than as a witness) is at least 10 minutes payback time during lunch (in addition to the time needed for reflection) and losing 5 Dojos.

For serious misdemeanors, we move to steps 4 & 5.

Communication with Parents

Reflection sheets will be sent home on the day they are issued, unless the situation has led to further investigation. Wherever possible, the class teacher will communicate with parents to let them know their child will be coming home with a reflection sheet.

NEW: In KS2 the reflection sheet needs to be signed by a parent and returned to Mrs Hartwell the next day.

If a child attends reflection as a witness, we would not normally contact parents to let them know, and the sheet would not usually go home.

Communication with Parents

When there are **persistent breaches** of the school's behaviour policy, we need to work together to problem-solve.

In a 6-week period (usually a term):

3 reflections

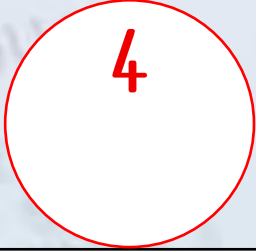
Class teacher contacts parents for a conversation about what is causing the behaviour and how to find ways to help the child change the behaviour.

5 reflections

Class teacher involves SLT and invite parents in to meet, to discuss persistent misbehaviour and plan together, to help children manage their choices with a solution-focused approach. Pupil goes "on report" to monitor behaviour.

Beyond step 3

When **red-line** behaviours are continued OR significant enough to prevent the maintenance of a calm and orderly learning environment, we will use steps 4 & 5 of this policy:

Number	What this means
	Suspension for 1-5 school days. This is because the behaviour has either caused harm to self or other/s, or has persistently disrupted teaching and learning.
	Suspension for 6 or more days. This is because the behaviour is persistently: - Dangerous - Causing harm to others - Preventing the maintenance of a calm and orderly learning environment

Suspension and Permanent Exclusion

When behaviour is considered beyond the boundaries of our policy, for example, where **red line** behaviour persists without improvement, we will have to use **Suspension** to maintain a safe environment for learners and staff.

Permanent Exclusion is only ever used as a last resort, when all options have been exhausted.

Such circumstances are very rare at Boughton Primary and we are committed to working with parents, to prevent the need for exclusion of any kind.

Finally...

Finally, the intention of our policy is to encourage **positive behaviour**.

We hope that the updates we have made will keep Boughton Primary a **safe and happy place** for learning, where children doing the right thing and staying “**green**” get the recognition they deserve.