

Behaviour and Anti-Bullying Policy Summary

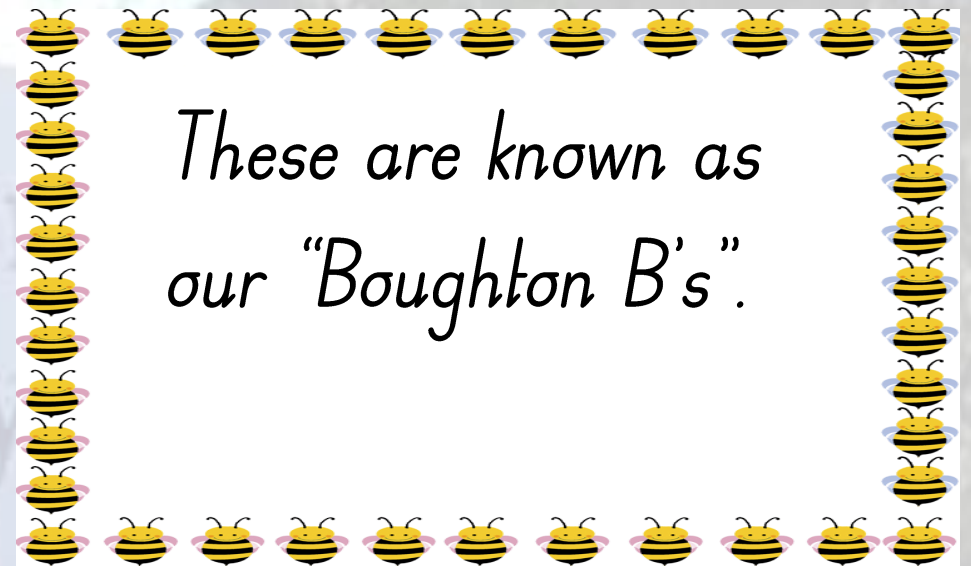
KEY PRINCIPLES



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 behaviour which has already been spoken about; 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

Dojos

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:

Good to be Green stickers

House points

Head Teacher's Tea Party (for learning behaviour – writing)

Whole school lunchtime daily/weekly rewards:


Pom poms

The Golden Lunchbox

Whole school yearly

Character Strength Awards

Good to be Green

Everyone starts every day and every session on the Start button. Positive choices will lead to remaining on Start.	
Making the wrong choice leads to a warning (a "1"). However, this means children can still be "green all week."	
A further wrong choice leads to a second warning (a "2"). This means they can no longer be green all week.	
A further wrong choice leads to a "3". This means the child will go to reflection during the next lunch time.	

Everyone starts each lesson/session on the Start button.

Our 1, 2, 3 system applies to lunchtime behaviour too.

Red line behaviours

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

- Prejudice
- Swearing
- Violence
- Defiance

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.

Reflection itself is not a consequence, but an opportunity to investigate.

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

The consequence of needing reflection (other than as a witness) is to lose that week's Good to be Green.

Sometimes there will be time missed from lunchtime play, or a whole lunch or break missed. For serious misdemeanors, there may be greater consequences.

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.
- 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.

Bullying

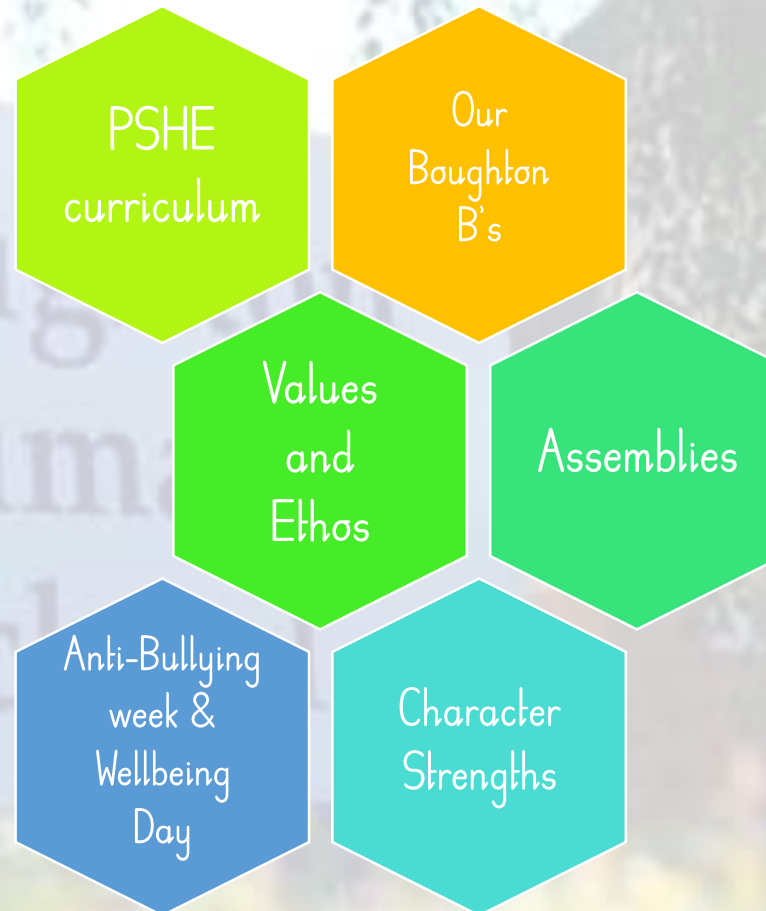
We define bullying as **repeated**, **negative** behaviour **intended** to make others feel upset, uncomfortable or unsafe.

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 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

If, after following our Reflection process, the cycle reoccurs or continues, the Senior Leadership Team (SLT) has introduced a new recording and reporting system.

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.

Adding incidents
to a pupil's
permanent school
record

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

Suspension

In exceptional circumstances, we will consider using:

- *Internal isolation — where a pupil or pupils have to work away from the rest of the class in a designated place in school.*
- *Fixed-term suspension where parents or carers are called and asked to remove the pupil from school for a set period of time.*

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.

Permanent Exclusion

When behaviour is considered beyond the boundaries of our policy, for example, where **red line** behaviour persists, and is deemed to prevent the maintenance of a safe environment, our final resort is **Permanent Exclusion**.

This is when a pupil's parents are contacted and have to remove the child from the school, permanently.

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.