



Behaviour Statement of Procedures

Key Document Details

School Name: Bowerhill Primary School

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Overview

Bowerhill Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards, sound relationships between teachers and pupils; coupled with stimulating teaching and learning. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. Our school behaviour policy reflects this and includes the ways in which we respond in these situations.

Aims and Expectations

At Bowerhill Primary we have high expectations for children's behaviour and learning. Our behaviour policy aims to promote a learning environment where everyone feels happy, safe and secure.

It is a primary aim at Bowerhill Primary School that every member of the school community feels safe, valued and respected and that each person is treated fairly. We are a caring community; our values are built on mutual respect for all and taking responsibility. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. 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.

To promote a positive, safe learning environment we promote our core values:



Code of Conduct and School Rules

Our values form the basis of our behaviour policy. These are the qualities we hope to instil into our pupils and the physical manifestation of these values are what we celebrate on our Behaviour Ladder (page 7).

The school understands that these values linked behaviours will mean different things at different ages. Each class teacher will discuss these values and what it means for different age groups at the beginning of a school year so the children have a sense of ownership.

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

All Staff have pledged to always deal with behaviour in a calm, fair and respectful way.

Senior Leaders will:

1. Support staff in managing children with more complex and entrenched behaviours by monitoring data and having a visible presence around school.
2. Celebrate staff, leaders and children whose effort goes above and beyond expectations.
3. Ensure staff training needs are identified and targeted

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

Behaviour Curriculum

As a school, we understand that children enter school from a wide variety of backgrounds with different expectations of conduct at home. We recognise that the values children come to school with are embedded from home and that this is a spectrum. Therefore, the school has produced a Behaviour Curriculum to ensure children are actively taught the expectations of conduct around school (appendix 3).

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good work and behaviour. The behaviour ladder sets out that the word *consequence* can be positive as well as negative.

All staff to give verbal or written praise as often as possible.

Positive behaviour recognition board - In each classroom there is a values board with each child's name. The children all start the day or lesson (it is reset as necessary) in a neutral position. Should an adult recognise children for demonstrating a particular value by moving their name onto that particular value. At the end of the day, a child is chosen to receive a star of the day sticker.

Star of the Week certificate- At least 1 child per class will be given this certificate. Each week will have a different focus, this could range from "sportsmanship" to "great handwriting" to "effort in music" and anything in between. The aim of this is to ensure each child throughout the school gets it at least once in the year and they are being recognised for a genuine strength of theirs.

Values Star- child per class will receive this for embodying the school 6 core values: Respect, Resilience, Responsibility, Creativity, Courage and Understanding. This is taken home on Friday and brought back in by the following Wednesday.

WOW award- there is 1 trophy per year group that will go home. This is given to a child who has gone above and beyond and blown their teacher away. This is given at the discretion of the teachers. Please could the trophy be returned to school the following Wednesday.

Hot Chocolate Friday- On a rolling year group basis (year 6 one week, year 5 the next, year 4 after etc) 6 children from each class will be chosen by their teacher to enjoy hot chocolate and a biscuit with the headteacher before breaktime on a Friday. All dietary requirements will be catered for. Children will be chosen for Hot Chocolate Friday for always putting in effort and doing the right thing.

Postcards home- This is a surprise incentive. Where adults in school will write a postcard and posted to the home address. This is given at the discretion of the adults in school but will celebrate the children who go above and beyond.

Headteacher wristband – Awarded to children who have produced a particularly outstanding piece of work.

Lunchtime wristband – Given by the MDSAs on duty for children who show exemplary manners at lunchtimes either whilst eating or playing.

Stickers - Children really enjoy receiving a sticker and verbal praise, something which is instant and quickly shows parents and carers that they have had some positive praise. These are given out by Teachers or TA's at their own discretion.

Sanctions

What adults say in response to poor behaviour is important. In accordance with the pledge of dealing with behaviour in a calm, fair and respectful manner, the following script may be used:

'I've noticed.....'

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the child to defend against.

'I need you to....'

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many children to go for the latter and that is not the outcome you really wanted.

'Remember when you.....'

Instantly reminds the child that you have faith in them despite their poor behaviour today. Done well it can reframe the child as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

'I care about you'

Shows the pupil know that you believe in them and want good outcomes for them.

Dealing with Negative Behaviour

As a school, we recognise that all behaviour is a form of communication. We believe that restorative practices are key to improving behaviour and relationships when things go wrong.

The principles of restorative practice are:

- To build healthy relationships
- Reduce, prevent and improve harmful behaviour
- Repair harm and restore positive relationships
- Resolve conflict and help children to take responsibility for their behaviour
- Develop empathy and reflection

When using restorative techniques, adults will speak to the child who demonstrated unacceptable behaviour and the person/s affected by the behaviour. The questions will differ depending on the age and needs of the children, however they will follow a similar structure to the following:

When challenging behaviour

What happened?

What were you thinking at the time?

Who has been affected by what you have done? In what way?

What do you think needs to happen to make it right?

To help those affected

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The behaviour ladder

The behaviour ladder acknowledges that some behaviours are more disruptive than others and that repetition of behaviours can also be more disruptive. The graduated steps on the behaviour ladder have been worked on as a whole staff team and consulted on with children through school council and parents through Parent Forum. Any changes of variations made to the behaviour ladder will be communicated to parents and carers.

The behaviour ladder has been created to ensure there is consistency throughout the school and to allow children to be aspirational and ambitious with their behaviour choices, knowing the potential incentives and sanctions that are available.






Recording of sanctions

School use an online recording system called CPOMS (Child Protection Online Management System) to record all safeguarding and behaviour incidents and concerns. If a behaviour incident warrants recording on CPOMS (stage 3, 4 and 5) then parents or carers will be informed.



Bowerhill Primary School

Behaviour Ladder

	Behaviours include <i>This list is not exhaustive – professional judgment will be used</i>	Consequence
	<ul style="list-style-type: none"> • Always doing the right thing, all the time • Going above and beyond • Embodying the school values 	<ul style="list-style-type: none"> • Hot Chocolate Friday • Values Star • Postcard home • WOW award
	<ul style="list-style-type: none"> • Challenging yourself with your learning • Always trying your hardest in lessons • Identifying someone else demonstrating the school values • Helping someone without being asked • Being a role model 	<ul style="list-style-type: none"> • Star of the Week • Headteacher wristband • House Point Star (worth 10 house points)
	<ul style="list-style-type: none"> • Putting excellent effort into reading at home and homework • Helping someone with their work • Helping someone at break or lunchtime • Clearly demonstrating a school value • Deliberate kindness • Exemplary manners at break and lunchtimes 	<ul style="list-style-type: none"> • Lunchtime wristband • House point (Pastoral) • Value sticker
	<ul style="list-style-type: none"> • Demonstrating excellent conscious effort in their work • Playing nicely and including other children • Clearly demonstrating our 3 rules: Ready, Respectful, Safe 	<ul style="list-style-type: none"> • Dojo point (academic and learning behaviours) • Stickers • Move onto the public positive behaviour chart
	<ul style="list-style-type: none"> • Demonstrating positive learning behaviours • Using appropriate voice volumes and calm bodies • Following instructions • Contributing to class discussions • Moving around the school calmly and quietly 	<ul style="list-style-type: none"> • Verbal praise

Stage 1	<ul style="list-style-type: none"> • Not following instructions as a one off • Interrupting others' learning/creating distractions • Not showing kind behaviour • Not using appropriate volumes and/or calm bodies • Rough play 	<ul style="list-style-type: none"> • Reminder of the expectations not being followed • Warning
Stage 2	<ul style="list-style-type: none"> • Talking back to adults • Unkind comments to others e.g about the standard of work, physical appearance • Ignoring or excluding friends more than once • Carelessness leading to damaging others or school property • Repeated stage 1 behaviours 	<ul style="list-style-type: none"> • Further warning (if repeated stage 1 behaviours) • Showing the behaviour ladder and explaining consequences of good and poor choice from this point
Stage 3	<ul style="list-style-type: none"> • Defiance or lack of cooperation with any adult • Deliberately hurting someone physically or verbally • Swearing/foul language in the heat of the moment • Intentional stealing • Leaving the classroom without permission • Deliberately damaging school or others' property • Racism or prejudice in the first instance • Repeated stage 2 behaviours 	<ul style="list-style-type: none"> • Some play of lunchtime missed at the discretion of the adult or loss of lunchtime privileges (football rota etc) • Restorative conversation takes place
		<p>Adult action</p> <ul style="list-style-type: none"> • Recorded on CPOMS • Parents/carers verbally informed by teacher
Stage 4	<ul style="list-style-type: none"> • Repeated stealing • Significantly disturbing the classroom environment e.g. throwing a chair, slamming doors, throwing items in anger • Playing unfairly or unkindly over time e.g. bullying • Repeated defiance or lack of cooperation with any adult • Refusal to comply with a stage 3 consequence • Threatening or intimidating others e.g. swearing at someone, making threats • Use of technology that puts yourself or others at risk, including cyber bullying within school • Repeated stage 3 behaviours 	<ul style="list-style-type: none"> • Independent reflection time outside of child's classroom (this may be in another classroom depending of age and need) • Restorative conversation takes place
		<p>Adult action</p> <ul style="list-style-type: none"> • Recorded on CPOMS • Parents/carers verbally informed by Senior Leader
Stage 5	<ul style="list-style-type: none"> • Leaving the school grounds without permission • Repeated racism or prejudice • Aggressive, violent or reckless behaviour that puts yourself or others at risk <p>This can lead to exclusion.</p>	<ul style="list-style-type: none"> • Suspension
		<p>Adult action</p> <ul style="list-style-type: none"> • Recorded on CPOMS • Letter to parents from Headteacher • Reported to Local Education Authority • Reported to Local Governing Board and The White Horse Federation

Suspensions and exclusions

Only the Headteacher has the power to suspend or exclude a pupil from school (stage 5). The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the sanction. At the same time, the Headteacher makes it clear to the parents/carers 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. The Headteacher informs the Local Education Authority and the governing body about any exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors. When an appeals panel meets to consider a suspension or an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Education Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher of that setting must comply with this ruling.

Physical support and Intervention (Team Teach)

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff that are trained in Team Teach. However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort and all members of staff will use de-escalation techniques first. (see Appendix 1 for more guidance around physical Intervention / reasonable force)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. All incidents involving the use of force will be recorded by staff involved as soon as possible in the school's Bound Book and this is to be scanned onto CPOMS. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

Child on Child Abuse

We recognise that children are capable of abusing other children. We understand that the pupil/student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

Child on child abuse can include but are not limited to sexual harassment, sexting and sexual violence.

Sexual Harassment/Violence

Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- All incidents of sexual harassment or violence will be recorded, reported and investigated.
- Will be reported to the safeguarding team.
- Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
- Parents will be informed.
- Additional lessons using Jigsaw and NSPCC resources relevant to the incident e.g. Use of the pants rule
- Pastoral support for the parties involved

For more information on how the school deals with concerns surrounding Peer on Peer Sexual Abuse/Harassment and/or Harmful Sexual behaviour see School's Safeguarding Policy.

Bullying (including Cyber-bullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

At Bowerhill Primary School we recognise that bullying can take place in many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- racist and Religious Bullying
- sexual, sexist and transphobic Bullying
- homophobic bullying
- disablist bullying

As a school we:

- do not tolerate any form of bullying
- will never ignore bullying
- record all instances of bullying on CPOMS (using appropriate tags to help us monitor

and track different forms of bullying so that our PSHE/RSE curriculum can be tailored to meet ongoing needs)

- will inform parents and carers of bullying via telephone or in face-to-face contact
- address every instance of bullying, in line with the Federation Anti-Bullying Policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- will support children and young people to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

A flow chart has been produced to support staff in dealing with allegations of bullying; and to help communicate with parents/carers how incidents are dealt with (Appendix 2).

Further guidance is available in the school's Anti-Bullying and E-Safety Policy which is available on request from the school and on the Federation website.

Discriminatory language/incidents

- Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They will be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They will be recorded appropriately on CPOMs, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other, which is reflected on the behaviour ladder.

Further guidance is available in the school's Equalities Policy which is available on request from the school and on the school website.

Incidents involving children with SEN, disabilities and or medical conditions

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, at Bowerhill Primary School we consider the risks carefully recognising the additional vulnerability of these groups.

Roles and responsibilities

The role of the Class Teacher (including Teaching Assistants)

- It is the responsibility of the class teacher to ensure that the school rules/code of conduct is implemented in their class and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. Staff recognise that sometimes behaviour is a form of communication, and their actions should always be through a restorative approach.
- Our class teachers treat each child fairly and implement the classroom code consistently. Our teachers treat all children in their class with respect and understanding. Teachers are expected to respond to incidents of negative behaviour through a Restorative Approach using Restorative chats/conference as a means of de-escalation.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such

incidents (CPOMS). 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 Key Stage lead or a member of SLT.

- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEMH outreach service after discussing their behaviour with parents/carers.
- The class teacher reports to parents about the progress of each child in their class, in line with the school's reporting arrangements. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to ensure that the Headteachers and staff 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps record of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the Headteacher.
- The Headteacher is the only person who has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

The role of parents/carers

- At Bowerhill we work collaboratively with all parents/carers to enable a positive working relationship.
- We expect parents/carers to support their child's learning, and to co-operate with the school. We aim 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.
- Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's use of Restorative Practice

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn
- Wearing correct school uniform
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters

- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness.
- The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the primary director about particular disciplinary issues. The primary director must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. 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.

Review

The governing body reviews this policy every two years. They 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.

Appendix 1 - Physical Intervention / reasonable force

Guidance

See also Use of Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-forcein-schools>

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

What about other physical contact with pupils?

It is not illegal to touch a pupil and the school does not have a 'no contact' policy. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or

when walking together around the school;

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff receive up-to-date behaviour management training; in addition, we have a number of accredited Team Teach teachers on the staff. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between students.

These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident eg a fight, staff should:

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
- if not, call for assistance

Appendix 2- Bowerhill's Approach to tackling incidents/claims of bullying flow chart

STEP 1	STEP 2	STEP 3
a. Determine if it is a friendship issue.	a. Determine if it is a one-off incident.	a. Class teacher agrees with the potential victim the name of a school adult they feel comfortable with.
b. Hold a circle time session with all the pupils involved.	b. Agree consequences and monitor the situation	b. Named adult undertakes a 1-2 week monitoring period to ascertain the nature of the issue. Only the victim, parent and staff are notified.
c. Agree causes of the issues and resolution behaviours.	If this happens again refer to Step 3.	c. If a clear pattern emerges agree a plan of action with identified victim to potentially include: <ol style="list-style-type: none"> 1. mediation 2. consequences 3. external guidance and support The monitoring will continue with a monthly review. It will be logged on CPOMs under bullying.
If this happens again refer to Step 2.		

Any claims of bullying are to be taken seriously and approached using the above flow chart. It is the responsibility of the class teacher to initiate actions in steps 1 and 2. Any actions taken in steps 2 and 3 should be recorded on CPOMs as a behaviour log initially and the Headteacher alerted.

If a clear pattern emerges and it is deemed that bullying has taken place any actions should be logged on CPOMs under the bullying tag.

Appendix 3: Behaviour Curriculum

Lining up after Playtime & Lunchtime			
Values	Expectation	Adult support	Other
Responsibility Respect	<ul style="list-style-type: none"> • Whistle: 5-minute warning & 5-minute card taken around outside and in staff room. • Bell: stop, walk to line • Line up in register order 	<p>All teachers to be on playground before bell.</p> <p>All staff to remind children of silent expectation from first bell until in classroom.</p> <p>All staff to remind children to walk – and send children back to practice if necessary.</p> <p>If children are playing on the field, ring the bell on the side of playground closest to the field.</p>	<p>Children identified by SLT or Pastoral team in consultation with class teacher may have a different set place to walk to</p>

Moving around the school

Values	Expectation	Adult support	Other
Responsibility Respect	<ul style="list-style-type: none"> • Adults and children to walk calmly at all times. • Keep to left hand side of corridor when walking to allow others to pass easily. • Line to be in register order (unless valid reason) • Line to be led by adult in charge of the class. • If possible, additional adult to follow the line. • Single file • Silence from leaving the classroom. 	Lead by example High expectations Go back to the classroom if children not following the expectation “Thank you * for walking sensibly” “Thank you * for acting respectfully”	Children can lose the privilege of being able to walk around school unaccompanied.

Assemblies

Values	Expectation	Adult support	Other
Responsibility Respect	<ul style="list-style-type: none"> • Spots on hall floor for seating arrangement • Led in silently by teacher • Sit in register order (unless valid reason eg splitting certain children up) • Sit looking at front of hall, at speaker • Celebration assembly, children sit near their adult • Children clear about respectful responses to awards in assembly • Teachers collect their class to lead back to class. 	<p style="text-align: center;">Show through example</p> <p style="text-align: center;">Remind children prior to assembly</p> <p style="text-align: center;">“Thank you for entering/sitting silently”</p> <p style="text-align: center;">“Thank you for responding respectfully”</p>	<p style="text-align: center;">Y6 sit on benches</p>

Lunchtimes – eating

Values	Expectation	Adult support	Other
Responsibility Respect	<ul style="list-style-type: none"> • EYFS & Y1 settled in hall by teacher/adult taking the class. • Y5 & 6 hall monitors for EYFS and Y1 • Year 2 – 6 led to playground by adult taking the class. • 5-minute warning and bell system for second sitting • All children to stay in seats unless told they can move – raise hand if they need something. 	<ul style="list-style-type: none"> • MDSAs praise using wrist bands • 	<p>List of each house group to be in classes used.</p>

- Lunch trollies
- MDSAs to supervise children going back to class
- Coming in to get lunchboxes at different times (Y3, 5 mins later Y4)
- Different doors
- A 5-minute warning whistle for children
- Staggered collecting of lunchboxes
- How children get their lunches - children to take lunch and bottles to class they are eating in at 12