# Behaviour Policy

## Bonner Primary School

***Confidence, respect and a love of learning***

**Our vision and aims support Articles of the United Nations Convention on the Rights of a Child.**

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 28: the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29: the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30: If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Article 31: the right to play and relax by doing things like sports, music and drama.

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| **Approved by:** | Governing Body | **Date:** September 2025 |
| **Next review due by:** | September 2026 | |

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# 1. Introduction

At Bonner  Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone at Bonner is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. We believe that good behaviour can be taught through a positive and consistent approach which allows all staff to teach children about appropriate social and learning behaviours at the same time as protecting everyone's dignity and self-esteem.

This policy outlines the underlying philosophy, nature, organisation and management of pupil behaviour at Bonner Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. It reflects current and developing practice within our school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. This document sits alongside our **Behaviour Policy Overview** (Appendix A), that allows visitors to our school to understand the key aspects of our policy during their visit.

# 2. Our Core Beliefs

**" there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." (Paul Dix)**

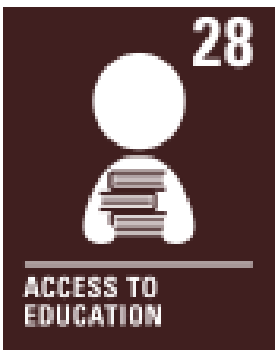
- Behaviour can change and every child can be successful. Unfortunately
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

# 3. Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

Our aims support Articles 3, 28, 29, 30 and 31 of the United Nations Convention on the Rights of a Pupil.

| |  | | | |
|---|---|---|---|---|
| **The best interests of the child must be a top priority in all decisions and actions that affect children.** | **Every child has the right to an education. Primary education must be free and available to every child. Discipline in schools must respect children's dignity and their rights.** | **Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment** | **Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.** | **Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.** |

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast Club and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific cooperative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

**'It is the everyday habits of adults that provoke a change in pupil's behaviour.'**

# 4. The Basics

### 4.1 This is how we do it here

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: '**We are Ready, We show Respect and We are Safe**', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case,

these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

### 4.2 Core Principles

- Our behaviour policy is applied with absolute consistency by all.
- Our children need the behaviours that we expect to be a successful learner at our school.
- We praise our children in public and discuss poor behaviour in private. We do not shout.
- We know that all behaviour is communication.

### 4.3 Adult Strategies to Develop Excellent Behaviour

At Bonner Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### 4.4 Language Around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. However, we strongly encourage all adults to 'pick up their own tab' and apply our 5 steps 'in the moment' rather than waiting to refer children on to their teacher. Incidents are then logged on CPOMS (our school's internal logging system), at the staff member's discretion.

**"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)**

## 5. Shared Scripts and Expectations

Good behaviour is recognised sincerely in the moment and we aim to make positive behaviour about relationships rather than a transactional act such as a reward or prize. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

**'Children are praised publicly and reminded in private.'**

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

**WE ARE READY**

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

**WE SHOW RESPECT**

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

**WE ARE SAFE**

I will be kind and look after myself and others, following appropriate instructions from adults.

### 5.1 Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming too emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Staff intervene whenever incidents occur, following Restorative Approaches where possible.
- All staff challenge children who are not keeping school rules in a non-confrontational way.

### 5.2 Above and Beyond Recognition

Children will be recognised for their good behaviour.

- Children's names / pictures will be moved onto recognition boards when they have exhibited the target behaviour for that day, week or term. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's names / pictures will not be removed from the board once it is on.
- Certificates, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

**Rewards**

We believe that rewards encourage positive behaviour and change inappropriate behaviour. We reward good learning behaviour in the following ways:

- Positive language and praise which encourages appropriate behaviour and reinforces it. The language we use is one of choice and should allow children to take responsibility for their behaviour.
- Positive body language e.g. smiling, thumbs up.
- Praise good work through positive and informative comments on the children's work, and use stickers, stamps, stars etc. where appropriate.
- Award Dojo points explaining explicitly why the point has been awarded.
- Regular Celebration Assemblies where children from each class have the opportunity to show everyone their achievements to their Key Stage and to announce Dojo Champions. In each celebration assembly the classes who have the highest attendance and punctuality will receive a bear
- A record is kept of all pupils' rewards. If after receiving a reward a child chooses the wrong behaviour then the appropriate sanction should be applied.

**Class Dojo:**
The class teacher clearly explains how positive points are earned using the Class Dojo behaviour management app. Positive points are earned by demonstrating the following attributes:

| | | |
|---|---|---|
| Caring for Self and Others | Engaging in Learning | Challenging Yourself |
| Great Articulation | Helping Others | On Task |
| Showing British Values | Showing Kindness | Showing Motivation |

Children who continually demonstrate positive behaviour choices will gain points. The child with the most positive points by the end of the week will have their achievements mentioned in the Celebration Assembly.

Children who achieve the highest number of positive points each half term will be invited to meet with the Head Teacher to discuss their learning and celebrate their positive behaviour. The Head Teacher will also make a phone call to the parents/carers to share and celebrate their child's achievements. Additionally, these children will join the Head Teacher for afternoon tea as a reward for exemplifying our Behaviour Values.

Each class will work towards a half term target of Dojo Points set by each year group; each class will be able to choose from 3 activities decided by their teacher to work towards achieving. If the class achieves their target they will conduct a class vote to decide which activity they would like to do. Points will be reset half termly as the class works on a new target.

### 5.3 Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- When adults in school require the full attention of a class or group of children, they will use the **stop sign**. Pupils are taught to stop what they are doing, turn to face the adult and *Be Ready* to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Pupils know the location of resources, where to sit at various times and how to get on with their work if the teacher is not available.
- Teachers are prepared for lessons and classrooms are organised and tidy.
- Routines for movement around the school are modelled and practised by all staff and pupils.

### 5.4 Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child **'take up time.'**

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

### 5.5 Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.
The questions used will depend on the age and individual needs of the pupil. For the youngest children, **the two questions in bold should be used initially Jo**, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

# 6. Our Behaviour Blueprint

| The Bonner Way | Visible Adult Consistencies | Above & Beyond Recognition | Relentless Routines |
|---|---|---|---|
| • Be ready<br>• Be respectful<br>• Be safe | • Daily meet & greet<br>• Calm, consistent and fair<br>• First attention to best conduct - catching children 'doing the right thing' | • Class recognition boards<br>• Star of the week certificates<br>• Good news postcards & calls<br>• Headteacher / SLT praise<br>• Dojo points | 1. Fantastic Walking<br>2. Legendary Lines<br>3. Hand Signal for Stop<br>4. Eyes on me<br>5. Tremendous Transitions |

| **Stepped Sanctions**<br>Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away! | |
|---|---|
| **1. REMINDER** (reinforce 3 rules, privately if possible):<br>**I noticed you chose to** … (state the noticed behaviour).<br>**This is a REMINDER that we need to be** … (state relevant rule: Ready, Respectful, Safe).<br>You now have the chance to make a better choice.<br>Thank you for listening. (Give the child 'take up time' and DO NOT respond.)<br><br>*Example - **'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*** | |
| **2. FINAL WARNING:** I noticed you chose to … (state the noticed behaviour).<br>**This is the second time I have spoken to you.** You need to speak to me for two minutes after the lesson. (Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.<br>**Do you remember when** … (model of previous good behaviour)? **That is the behaviour I expect from you. Think carefully. I know that you can make good choices.**<br>Thank you for listening. (Give child 'take up time' and DO NOT respond.)<br><br>*Example - **'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*** | |
| **SPACE TO COOL OFF: 3. In the classroom > 4. In Another Class > 5. SLT:** | |
| **3. In the Classroom:**<br>**I noticed you chose to** … (state the noticed behaviour). **You need to** … (describe appropriate place in the classroom e.g. reading corner, desk at the back, quiet area, etc). **I will come and speak to you in two minutes.**<br><br>*Example - **'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*** | • Child sent to designated area of the classroom.<br>• 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.<br>• Child to complete an appropriate task depending on the situation e.g. sitting to calm, continuing with work, etc.<br>• If behaviour improves, return to seat. If not or if the child refuses, move to Step 4.<br>• **Record on CPOMS** |
| **4. In Another Class:**<br>**I noticed you chose to** … (state the noticed behaviour). **You need to go to** … (state the classroom or other space you need them to go to). **I will come and speak to you at the end of the lesson.**<br><br>***DO NOT describe the child's behaviour to other adults in front of the child*** | • Child escorted to designated colleague / follow up to check child has arrived.<br>• Remainder of lesson working alone without causing further disturbance.<br>• Possible removal of privilege / playtime.<br>• Teacher must provide work / activity for the child to complete and communicate this to the colleague.<br>• If behaviour improves, return to class. If not or if the |

| | |
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| *Example - **'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Naomi's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'*** | child refuses, move to Step 5.<br>• **Record on CPOMS**<br><br>*For regular occurrences:*<br>• Discussion with SLT<br>• Behaviour Intervention and/or additional support. Begin monitoring to identify areas of concern / possible causes/ appropriate targets.<br>• Parents contacted by the teacher to inform them that behaviour is a cause for concern. |
| **5. SLT:**<br>**I noticed you chose to** … (state the noticed behaviour). **I will now contact** … **and you will need to go to** … / **with them** (tell the child who you will contact and where they will go (if previously arranged). **I will come and speak to you at the end of the lesson / next break / end of the day.**<br><br>*DO NOT describe the child's behaviour to other adults in front of the child*<br><br>*Example - **'I have noticed you have chosen to continue to use rude words. I will now contact Lubo and you will need to complete your learning in the office. I will come and speak to you at the end of the day. Thank you.'*** | • Child escorted to / collected by appropriate adult.<br>• Child to complete reflection form with Member of SLT<br>• From remainder of lesson through to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime.<br>• Teacher must provide work / activity for child to complete as soon as possible after removal.<br>• **Record on CPOMS**<br><br>*For regular occurrences:*<br>• Discussion with SLT as appropriate.<br>• Parents informed of withdrawal by teacher or SLT depending on nature of incident.<br>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.<br>• Referral to multi agencies i.e. SALT / Ed Psych/ BASS, etc. |
| **Follow up, Repair and Restore:** | |
| Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.<br>1. What happened? (Neutral, dispassionate language.)<br>2. What were you feeling at the time?<br>3. What have you felt since?<br>4. How did this make people feel?<br>**5. Who has been affected?** (use age/stage appropriate language e.g. **'hurt / upset'** for KS1 children)<br>6. How have they been affected?<br>**7. What should we do to put things right?**<br>8.How can we do things differently in the future?<br>The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.<br><br>***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.*** | |

# 7. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

**However, it is important to maintain that all adults can deal with these types of behaviour**

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour N.B. Please refer to Anti Bullying Policy
- Stealing

- Spitting
- Swearing
- Racist, Sexist, Transphobic and or homophobic
- Any prejudice towards a particular group

All of the unacceptable behaviours mentioned above must be logged on CPOMS by the adult present at the time. A member of SLT will update the CPOMs incident with an action and associated learning where appropriate. Actions may include: communication with the learner's parent/carer and a consequence, such as time-out, will be issued.

## 8. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS and the positive handling record book accordingly.

## 9. The Power to Discipline beyond the school gate

Off-site behaviour sanctions may be applied where a learner has misbehaved off-site in instances such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a learner of our school
- Using social media or other communication means for inappropriate behaviour Sanctions may also be applied where a learner has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another learner or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of the staff member (e.g. on a school-organised trip).

## 10. Malicious Allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the learner in accordance with this policy. Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will discipline the learner in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care and, if appropriate, the police. The school will also consider the pastoral needs of staff and learners accused of misconduct. Please refer to our child protection and safeguarding.

# 11. Supporting Children with Autism Spectrum Disorder (ASD)

At Bonner Primary School, we are committed to ensuring that our behaviour policy is inclusive and meets the diverse needs of all children, including those with Autism Spectrum Disorder (ASD). We recognise that children with ASD may require tailored strategies to help them engage with our behaviour expectations while feeling safe, respected, and supported.

Key adaptations include:

- **Clear and Concrete Expectations**: Simplifying school rules with visual aids, clear language, and explicit examples.
- **Predictable Routines**: Using visual timetables, transition cues, and social stories to provide consistency and reduce anxiety.
- **Individualised Rewards**: Aligning recognition systems with the child's interests and needs, such as sensory breaks or visual rewards.
- **Adjusted Sanctions**: Replacing traditional sanctions with sensory regulation opportunities and clear, non-confrontational feedback.
- **Restorative Conversations**: Simplifying restorative practices using direct questions, visual prompts, and role-modelling to help children understand and repair their actions.
- **Proactive Support**: Offering sensory regulation tools, alternative communication methods, and personalised behaviour plans (IBPs) to address individual needs.

Staff receive regular training to ensure they can implement these strategies effectively, creating a calm, supportive environment where every child can succeed. This approach aligns with our school ethos of ***Be Safe, Be Respectful, Be Ready***, ensuring all children are equipped to thrive socially and academically.

# 12. Dysregulation

All behaviour has a purpose!

- to regulate sensory information
- to regulate arousal or emotions
- to communicate
- to achieve a goal

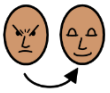
We identify what the child is trying to communicate using the PALM approach.

**<u>Strategies to support regulation…</u>**

Wait! Observe. What is your child trying to tell you and why? (**P-pause**)

Understand your child's behaviour and what it means. (**A-attune**)

Name the emotion your child is feeling. 'Raheem is happy!' (**L-label**)

Allow your child to calm down in a way that suits them best and remodel. (**M-model**) 

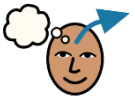
Try not to use the word 'no' - saying no doesn't explain what you want them to do.


Say what you DO want, not what you DON'T want.

Use your child's name to gain attention, get down to their level, calmly explain… "running is finished, now dinner time".

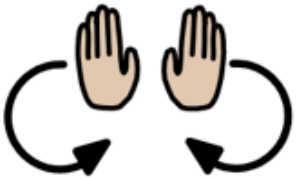
Keep language to a minimum. Don't try to reason or explain when you child is upset or angry. They won't really hear you.

Remember – try not to remove a behaviour without offering an alternative.

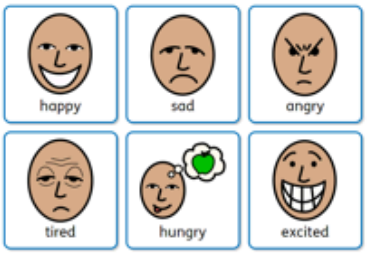


**Try really hard to stop yourself from viewing your child's behaviour in a neurotypical way. They are not thinking in the same way as you…**

# Ways to support regulation…



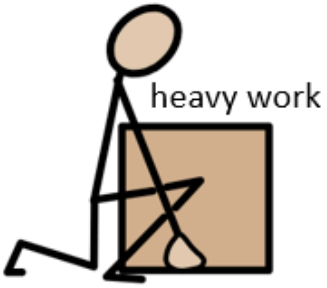
massage




emotion cards

offer a different strategy

offer a safe space




# Sensory Needs and Regulation Ways to Support

Offer your child a physical break before and/or after a learning task

Don't worry if your child moves away to jump or run – they are just trying to regulate.

Eliminate possible distractions – turn off the TV, remove the iPad during learning tasks.

Remember – consider other distractions in the environment, Are the lights too bright? Is the ticking clock distracting too?

# 13. Physical Attacks on Adults

At Bonner, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

# 14. Suspensions and Permanent Exclusions

**In all instances, what is best for the child will be at the heart of all decision making processes.**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. There will in most cases also have been a bespoke package of support designed around the child in the format of a Pastoral Support Plan – which will have involved the advice and input from our multi-agency professional partners.

# 15. Searching learner suspected of having prohibited items (such as a weapon or illegal items)

If it is suspected that a learner has brought a prohibited item into the school the learner will be asked to hand it over to a senior member of staff, in the presence of an additional member of staff as a witness. The learner will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Headteacher reserves the right to search their bag without consent, an additional adult should always be present.

**Banned items include:**

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks

- anything that has been, or is likely to be, used to cause injury or commit an offence

If it is suspected that the learner is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called. In the event that the police are on the premises to search or question a learner:

- A member of staff WILL be present for any questioning or searches
- The school will retain a duty of care to the learner and should advocate for learner wellbeing at all times.

## 16. The Role of the Parent

At Bonner, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## 17. Application and Scope of this Policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

This policy needs to be read in conjunction with the following school policies that can be accessed through our school website.

- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy
- Equality Policy
- Mental Health and Well Being Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy

## 18. Monitoring and Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. 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.

The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

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Appendix A - EYFS & KS1 Reflection Form
Appendix B - KS2 Reflection Form

Appendix C - Behaviour Policy on a page
Appendix D - KS1 Behaviour Chart
Appendix E - KS2 Behaviour Chart

# Bonner Reflection Form EYFS & KS1

| | | |
|---|---|---|
| **Child's First Name:** | **Child's Surname:** | **Reg:** |
| **Time/Date:** | **Lesson:** | |
| **Reflection(s) this week** (Please Circle): | **First** **Second** **Third** | |

| | | Tick |
|---|---|---|
| **A** | The child has had four warnings and has made their way through the Stepped sanctions - **Disruptive Behaviour** | |

| | | Tick |
|---|---|---|
| **B** | **Extreme Behaviour** (Please circle as appropriate) | |

| | | | |
|---|---|---|---|
| Play Fighting | Fighting | Aggressive Behaviour | Damage to Property |
| Inappropriate Language | Hurting others | Defiance | Theft |
| Extreme Insolence | Persistent Disruptive Behaviour | Other | |

| |
|---|
| Investigated by: |

| | |
|---|---|
| **5. SLT:**<br>**I noticed you chose to** … (state the noticed behaviour). **I will now contact** … **and you will need to go to** … / **with them** (tell the child who you will contact and where they will go (if previously arranged). **I will come and speak to you at the end of the lesson / next break / end of the day**.<br><br>*DO NOT describe the child's behaviour to other adults in front of the child*<br><br>*Example - **'I have noticed you have chosen to continue to use rude words. I will now contact Lubo and you will need to complete your learning in the office. I will come and speak to you at the end of the day. Thank you.'*** | • Child escorted to / collected by appropriate adult.<br>• Child to complete reflection form with Member of SLT<br>• From remainder of lesson through to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime.<br>• Teacher must provide work / activity for child to complete as soon as possible after removal.<br>• **Record on CPOMS**<br><br>*For regular occurrences:*<br>• Discussion with SLT as appropriate.<br>• Parents informed of withdrawal by teacher or SLT depending on nature of incident.<br>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.<br>• Referral to multi agencies i.e. SALT / Ed Psych/ BASS, etc. |
| **CPOMS Conversation with Parents as an Action** | |

# Child's Reflection

## What I did….

hurt someone

say unkind words

damage to property

take things that don't belong to me

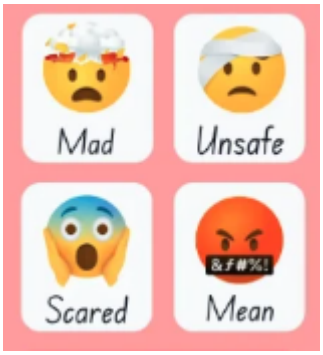
shouted out

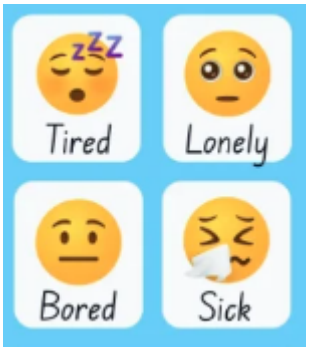
not listened

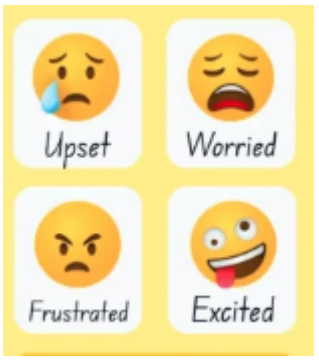
did not do my work

not tell the truth

## I was feeling…..




## I did this because I wanted…..

- ☐ My own way
- ☐ to have fun
- ☐ to express my sadness
- ☐ attention
- ☐ to be left alone
- ☐ _____

**Next time I will make better choices by:**

_____

_____

**Bonner Ethos**

**WE ARE READY**

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

**WE SHOW RESPECT**

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

**WE ARE SAFE**

I will be kind and look after myself and others, following appropriate instructions from adults.

# Bonner Reflection Form KS2

| | | |
|---|---|---|
| **Child's First Name:** | **Child's Surname:** | **Reg:** |
| **Time/Date:** | **Lesson:** | |
| **Reflection(s) this week** (Please Circle): | **First** **Second** **Third** | |

| | | Tick |
|---|---|---|
| **A** | The child has had four warnings and has made their way through the Stepped sanctions - **Disruptive Behaviour** | |

| | | Tick |
|---|---|---|
| **B** | **Extreme Behaviour** (Please circle as appropriate) | |

| | | | |
|---|---|---|---|
| Play Fighting | Fighting | Aggressive Behaviour | Damage to Property |
| Inappropriate Language | Hurting others | Defiance | Theft |
| Extreme Insolence | Persistent Disruptive Behaviour | Other | |

Investigated by:

**5. SLT:**
**I noticed you chose to** … (state the noticed behaviour). **I will now contact** … **and you will need to go to** … / **with them** (tell the child who you will contact and where they will go (if previously arranged). **I will come and speak to you at the end of the lesson / next break / end of the day**.

*DO NOT describe the child's behaviour to other adults in front of the child*

*Example - **'I have noticed you have chosen to continue to use rude words. I will now contact Lubo and you will need to complete your learning in the office. I will come and speak to you at the end of the day. Thank you.'***

- Child escorted to / collected by appropriate adult.
- Child to complete reflection form with Member of SLT
- From remainder of lesson through to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- **Record on CPOMS**

*For regular occurrences:*

- Discussion with SLT as appropriate.
- Parents informed of withdrawal by teacher or SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi agencies i.e. SALT / Ed Psych/ BASS, etc.

| | |
|---|---|
| **CPOMS Conversation with Parents as an Action** | |

# Child's Reflection

**What I did….**(describe what happened)

……

……

……

……

| I was feeling….. | I was feeling….. | I was feeling….. |
|---|---|---|
| • Sad<br>• Tired<br>• Sick<br>• Bored<br>• _____ | • frustrated<br>• worried<br>• silly<br>• Excited<br>• _____ | • angry<br>• terrified<br>• Out of control<br>• Elated<br>• _____ |

## How did your actions affect others?

Think about the people around you. How do you think they felt because of your actions?

……

……

……

## What could you have done differently?

If you were in this situation again, what could you do instead to make things better?

……

……

……

## What can you do to make things right?

Is there something you can do to fix the situation or help others feel better?

……

……

……

## What will you do next time?

What are the steps you'll take in the future to make sure you behave in a positive way?

……

……

……

……

**Bonner Ethos**

**WE ARE READY**

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

**WE SHOW RESPECT**

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

**WE ARE SAFE**

I will be kind and look after myself and others, following appropriate instructions from adults.

**If a child is not displaying the behaviour we expect, we follow these 5 steps:**

1. **Reminder** - The adult gives a general reminder about the rule that is being broken (verbal or non verbal)
2. **Caution** - The child is given a private reminder of desirable choice.
3. **Last chance** - use of the 30 second script.
4. Time out or move to another class if time is needed to calm down.
5. **Repair** - child discusses behaviour with the adult and consideration is given how to best repair the problem behaviour. *e.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.*

## 30 Second Script

I noticed that you are .. **(having trouble getting started / struggling to get going / wandering around the classroom / continuing to talk).**

It was the rule about ... **(ready, respectful, kind)** .. that you broke.

You have chosen to ... **(miss 2 minutes of playtime / move to the back / catch up with your work at lunchtime etc).**

Do yo remember last week when you ... **(made me smile everyday / got a positive postcard / completed a great piece of work etc).**

That is who I need to see today

Thank you for listening **(walk away looking for someone to praise on the way).**

**We are Ready!**

**We show Respect**

**We are Safe**

At Bonner we follow the Paul Dix approach to behaviour. This celebrates positive behaviour and promotes adults dealing with behaviour personally so that every child understands that they are responsible for the behaviour that they display.

*'Why crush behaviours with punishment when you can grow them with love?'*

**Positive Behaviour is Recognised and Celebrated in the moment through the use of:**

- Class recognition boards
- Star of the week certificates
- Good news postcards & calls
- Headteacher / SLT praise
- Dojo points
- Celebration Assemblies

**If a child has repeated 30 second conversations or 2+ restorative conversations in a week - parents will be contacted.**

***'No child is ever punished for making a bad choice but there is always a consequence for their actions - good or bad.'***

## Core behaviour Principles

Our Behaviour policy is applied with absolute consistency by all.

Our Children need the behaviours that we expect to be a s successful learner at our school.

We praise our children in public and discuss poor behaviour in private. We do no shout.

We know that all behaviour is communication.

**Visible Consistencies**

- Staff meet and greet children in the mornings.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Staff notice and respond to good behaviour exhibited by children from across the school.
- Staff intervene whenever incidents occur - following restorative Approaches where possible.
- All staff challenge children who are not keeping school rules in a non - confrontational way.

Bonner Primary

# KS1's Behaviour Chart

## Bonus Behaviours
## Makes the teachers happy

Making good choices without the adults reminding you.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Helping your friends

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Completing your work independently.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

## Expected Behaviours
## What you should be doing!

Finishing your work as agreed by your adult

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Asking an adult if you need to go to the toilet.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Being kind to teachers and to the other children.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Listening to and following instructions.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

Staying in the classroom and asking an adult if you need to leave.

| Mon | Tues | Wed | Thurs | Fri |
|---|---|---|---|---|

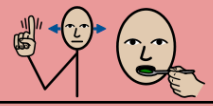
## Unacceptable Behaviours
## Makes the teachers sad

Hurting others

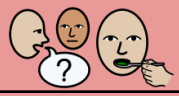
Not listening

Taking things that don't belong to you.

Eating food that isn't yours.



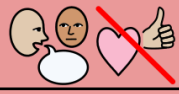
Eating food without asking.



Leaving the room without asking.

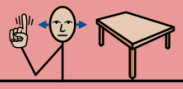
Running away from an adult.

Going into other rooms without asking.

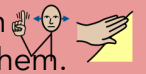


Saying unkind things.

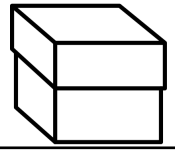
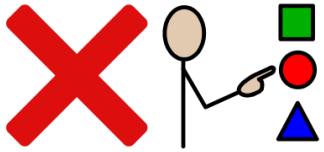
Not completing your work.



Going under the table.



Touching classroom resources when you are not meant to be touching them.

| Rewards | Consequences |
| --- | --- |
| Playing with your box…  | Minutes lost from playtime… |
| Colouring… | No choosing time…  |
| Playing football… | Rewards lost at home… |
| Time in the music room | No after school clubs… |
| | No device |
| | |

| Bonus Behaviours | Expected Behaviours | Tolerated Behaviours | Unacceptable Behaviours |
|---|---|---|---|
| *Kindness to someone outside of your friendship group i.e. helping a child you do not know who is upset or lonely. | *Speaking kindly to each other - not shouting or being rude. | * A one-off shout to express emotion but you quickly return to a calm state. | *Persistent shouting |
| *Being a good role model to others. | *Keeping your hands / feet / legs / elbows to yourself in the playground. | * If you are genuinely involved in an accident and apologise for what happened immediately. | *Deliberate hitting / kicking / shoving/ bashing etc - any form of contact that is intended to hurt. |
| *Going to a safe space to make sure you are calm and regulated before speaking to an adult or another child if you are upset or angry. | *Using your words to solve a disagreement or problem - ask for help from an adult if you need it.<br>*Speak respectfully to all members of staff / adults in a quiet voice | .*Expressing frustration at first when speaking to an adult but calming quickly. | *Using unacceptable words - speaking in a rude tone to anyone - staff / adults / children. |
| *Welcoming in new people to share the resources you have. | *Sharing playground (or other) resources i.e. bats and balls | *Occasionally forgetting to share resources but doing so when asked. | *Persistently or deliberately not sharing resources. |
| *If someone is not following the rules, asking an adult to explain to them. | *Following the rules of a game. | *Occasionally forgetting to follow the rules but doing so when reminded . | *Persistently or deliberately ignoring the rules. |
| *Celebrating ways in which we are different from our friends. | *Showing respect to other children and the differences they may have. | | *Deliberately annoying or provoking another pupil or adult in order to gain a reaction - deliberate intent to upset. |
| | *Making good choices - not allowing yourself to be persuaded by others to do unkind / unacceptable things. | | *Deliberately leading other pupils to engage in unacceptable behaviours i.e. encouraging friends to do unkind / unacceptable things to other children thinking it is funny. |