



Bonnygate Primary School

Behaviour and Relationships Policy 2023

Review date: September 2024

Approved by: Miss L Spencer

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Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be good behaviour, unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanction
- Integrate Attachment Aware and Trauma Responsive Interventions into our everyday practice.
- Not discriminate how we relate to the pupils in our care as we believe each pupil is worthy of our time, energy and patience. However, we will differentiate, according to need.

The Trauma Responsive approach (The US Approach) aims to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and well-being of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- We will prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too and start to make links between states, sensations and feelings.
- We will not problem solve or reassure pupils before first really communicating that we have heard what they are trying to tell us about their internal thoughts and feelings.

2. Our Values

At Bonnygate we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance
- we follow up
- we teach routines
- we strip out the emotion
- we step our consequences
- we promote self-discipline

Our expectations for all members of Bonnygate Primary School:

- Be safe
- Be ready
- Be respectful

3. Roles and Responsibilities

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Explaining we have rules to keep us safe and help us to learn
- Providing a personalised approach to the specific behavioural needs of particular pupils (Pastoral Support Plans for identified children)

The senior leadership team will support staff in responding to serious behaviour incidents.

This is in line with the relevant Teachers' Standards. Teachers must always act in a professional manner and will:

- Create strong and positive relationships with the children.
- Use the restorative approach to rebuild and repair relationships that have been damaged. Use the Attachment Aware and Trauma Responsive Interventions in our everyday practice.
- Treat all members of the school community with respect, equality and understanding.
- Praise, encourage and reward pupils wherever possible.
- Encourage appropriate behaviour rather than rely on sanctions.
- Apply sanctions and rewards equally and with consistency.
- Make sure that all pupils enter and leave the classroom in an orderly and respectful manner.
- Use CPOMs to log behaviour to encourage improvements in behaviour.
- Seek further help and guidance when required from other teachers, AHT, the SENDCO, the Pastoral LSA, the Deputy Head or the Head Teacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
- Liaise, through the SENDCO, with external agencies concerned with behaviour.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

We implement the co-operative values of self-help, democracy, equity, equality, self-responsibility and solidarity. These should be reflected in pupils' behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Show integrity by being honest
- Learn to resolve conflict peacefully
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (school colours, no jewellery, make up or nail varnish)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

4. Working with Parents and Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner.

Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents may be asked in to school to help support the school in the management of their child's behaviour.

5. The Trauma Responsive strategies

We will use the 4Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair, as well as acknowledging the need to circle back through the stages if our pupil's stress levels and state indicate they are not yet or are not ready for a particular stage.

Rebuild and Repair At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour. The restorative approach will be used at all stages; it is part of the language of teachers and pupils. It encourages children to take responsibility. There will be a focus on rights and British values. It focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on the idea that we all have the right to feel safe at all times and that this includes staff as well as pupils.

At all stages, sanctions are non-judgemental and the approach must centre on the behaviour, not the child. In incidences of low-level disruption (such as speaking out of turn) an informal restorative conversation should take place. Although we are an inclusive school, we recognise that a child may sometimes need to be removed from a classroom to calm down. In these incidences, the pastoral team will be called for and the child will come back to class once they have calmed down. After these incidences a restorative conversation will take place between the pupil and the teacher.

6. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Bonnygate Way
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7. Systematically Consistent

In our school we know the kind of behaviour we want everyone to show. We call this, 'Behaving the Bonnygate Way'. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

'Behaving the Bonnygate way' focuses on teaching respect and dignity. This way of behaving will be promoted at all times by staff and pupils.

- we are gentle
- we are kind and helpful
- we listen
- we are honest
- we work hard
- we look after property
- we are ready to learn
- we keep ourselves and everyone in school safe

8. Positive Reinforcement, Responsibility and Reward

At Bonnygate Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise,
- Headteacher Awards (see Appendix E for guidelines).
- positive recognition through class and school achievement awards, for example, Behaving the Bonnygate Way and Learner of the Week (WOW cards) awards in assemblies
- marking the moment
- stickers (in moderation)
- Sun certificates
- personalised sticker chart for individual children's needs.
- positive emails home
- positive phone calls home

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

Our staff know that it is not just what you give but the way you give it that counts.

Recognition Board

Every classroom has a recognition board which celebrates positive learning attitudes, choices and behaviour. This board is a prominent position in the classroom. The recognition board focuses on a specific learning attitude, behaviour or expectation which is relevant to that class at the time and which is explicitly taught to the class with good examples highlighted. When a child demonstrates the specified learning attitude/behaviour/expectation, their name is added to the board. Their name remains on the board and cannot be removed – this achievement cannot be undone by other negative behaviours. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board. The boards will be refreshed depending on the needs of the class.

Rewards

- Headteacher Awards - This is for anything above and beyond that a member of staff feels deserves special recognition from the Headteacher. If children are unable to visit the Headteacher in her office to collect their award, they will collect this from the Deputy Headteacher. Any pupils achieving 10, 20, 35 and 50 headteacher awards will receive a gift and this will be presented in Friday's celebration assembly.
- Personalised sticker chart - for individual children's needs and will be discussed with Senior Leadership Team before implementation.

- Assembly - Friday's whole school assembly is a WOW card winner and Class Attendance Assembly. Staff are required to complete a WOW card certificate for their chosen child and bring this to the assembly where they will explain the reasons why that child has been chosen for the award linked to our co-operative values. The child's name will then be in the schools newsletter that is sent home to parents
- Positive 'wow' Postcards – Once a week (in celebration assembly)
- Sun certificates – any number of pupils will be presented with these in celebration assembly on a Friday; the reason will be shared in class.
- Attendance - We work proactively to encourage good attendance for all pupils and staff. The winning class in KS1 and KS2 will get to spin the wheel, which has four different prizes on and the whole class is then awarded that reward.

Other rewards

Stickers – Everyday

House points – Everyday

Staff must use these only and no other means.

9. Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

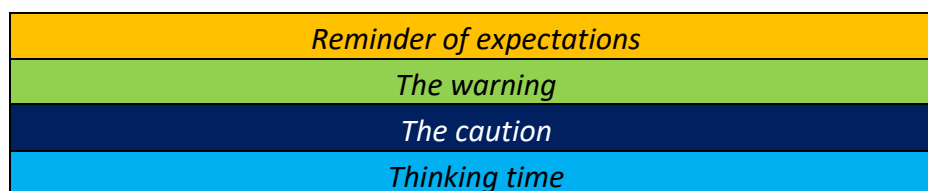
- redirection
- distraction
- non-verbal strategies
- expectation reminder
- gentle encouragement
- sitting with learning support staff or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the Behaving the Bonnygate way, is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these. Staff will make it clear to the child in what way they have not Behaved the Bonnygate way and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger.

Home School Communication Book – this will be used as a way to inform parents/carers how your child's day has been, a chance for your child to comment on the day and any key messages we need to inform you on. An initial meeting will take place with the parent/carer, child, class teacher and a member of the senior leadership team meeting. A review will then follow this to discuss the impact it is having. If it is having a positive impact, the home school communication book will stop. If the behaviour has not improved, then the child will move to a pastoral care plan (PSP).

Pastoral Care Plan (PSP) – a meeting will take place with parent/carer, child, class teacher and a member of the senior leadership team. A plan will be put into place to discuss strategies to support the child and rewards for positive behaviour as well as sanctions. This will be reviewed frequently and another meeting will take place following the initial meeting. *(See Appendix A: Pastoral Support Plan Guidelines).*

At Bonnygate adults de-escalate skilfully.



Step one: Pre-emptive strategies

- A clear reminder about expectations linked to 'Behaving the Bonnygate Way'

- Use of strategies to stop behaviour escalating such as redirection, refocusing, 'knowing look' or gentle hand on shoulder etc.

Step two: The warning.

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make the right choice.

Step three: The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step Four: Thinking Time.

- The child is directed to take some time (no longer than 3 minutes for KS1 and 5 minutes KS2) and move to an area in the classroom for thinking time.
- Staff should use their professional judgement to decide if it is felt necessary for child to be escorted out of class for thinking time.
- Work should not be taken to thinking time - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their seat and continues with their work. There is no further admonishment upon the child's entry back to their seat. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to their seat, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.
- If the step above is unsuccessful, or if a child refuses to have thinking time then, the class teacher will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then support will be provided by a member of the SLT.

Behaviour is recorded on our online system CPOMs. If a child has had thinking time or a reflection, this is recorded. A member of staff will have thinking time with the child and discuss what they could have done differently. If a child is given reflection time, this will be with a member of the senior leadership team.

It is important to note that during this time the adult remains calm and follows the guidelines above.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

All incidents of warning, cautions, thinking time or timeout are recorded on CPOMS.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to thinking time'. Time will be given between assertive interventions for the child to readjust his/her behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the child's best interest for an immediate exit from the classroom or other space in school. For the vast majority of children thinking time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention. At Bonnygate we recognise the importance of stepping our consequences. Therefore, we follow the procedure set out below for multiple time outs in a single day:

First, second, third timeout in a week:

Spoken to by an adult/class teacher

Fourth timeout in a week:

Phone call home by class teacher and conversation with Senior Leadership Team

Five or more timeout in a week:

Parent/Carers informed, child to complete reflection time during lunch time. Conversation with Senior Leadership Team.

Each new session during the day presents an opportunity for children to have a 'fresh start'.

If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create a behaviour plan (PSP). Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour plan (PSP) with the full support of senior leaders.

10. Physical restraint (refer to Positive Handling Policy)

In some circumstances, after de-escalation strategies have been implemented and failed, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the restraint log and reported to parents

11. When it is considered that all strategies have been exhausted

Advice is sought from SENDCO and senior staff for details of possible behaviour programmes in the classroom, or for break times, e.g. specific tick charts, pastoral support plans. These are monitored and reviewed regularly. If these programmes fail, the advice of the Headteacher must be sought and the school will contact outside agencies.

12. Suspension

The suspension of a child will be considered if his/her behaviour results in a threat or actual physical violence towards another person, or seriously undermines the overall discipline of the school. It is recognised that there could be a single incident that results in the fixed term suspension of a child. However, it is more likely that the suspension will be as a result of a more long-term problem and so it is imperative that all staff involved with the child keep detailed records of any attempts to help the child improve his/her behaviour. This must include correspondence with parents and outside agencies and any behaviour programmes that were tried.

When considering a fixed term suspension, the person/s responsible for this decision (the Headteacher) must consider the following, the decision:

- must not be purely punitive but must give the child involved the opportunity to consider his/her actions. It must allow the teacher/class/ school time to address the situation with the rest of the children involved, so that discipline can be restored.
- must consider the age of the child involved and the physical size of the child involved.
- must take into consideration the harm caused physically to another child or adult or to the premises.
- must also take into consideration the amount of support that has been provided for the child in helping them to improve their behaviour.

13. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

14. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

15. Confiscation

Any prohibited items (listed below in definitions) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

16. Definitions

Good behaviour

- Having mutual respect and consideration at all times for all members of the school community and property, offering friendship, being polite, sharing, tolerances of differences in appearance, race ability, religion and gender, treating others as you would want to be treated.
- Co-operating with others, participating in class activities, being obedient and conforming to acceptable norms as defined by the school and the school community.
- Self-discipline – setting, with guidance, high personal goals/standards of work and behaviour. Being able to listen. Showing awareness of right and wrong and an ability to use self-control when necessary. Realising that how you behave affects others.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is deliberate harassment or an aggressive act, repeated, often over a period of time, which causes hurt to someone else. The hurt can be either physical or psychological and can be inflicted by one child or a group. It can also be electronically or on-line through cyber-bullying. It is usually difficult for those being bullied to defend themselves.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the child's vulnerability. It is not bullying when two children of approximately the same age or strength have the occasional fight or quarrel.

Bullying, either physical or verbal, will not be tolerated at Bonnygate Primary School. It is everyone's responsibility to prevent it happening and, with this in mind, guidelines have been laid down as part of the school's Anti-Bullying Policy and guidance on our Parent section of the school's website.

17. Training

Our staff are provided with training on managing behaviour and behaviour expectations, as part of their induction process. Behaviour management will also form part of continuing professional development

18. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and local governing board every year. At each review, the policy will be approved by the local governing body.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions policy (Trust Policy)
- Child Protection and Safeguarding policy
- Anti-bullying Policy
- Positive Handling Policy

20. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

21. Statement of Expectations for Positive Behaviour for Learning

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the co-operative values. All Osborne Co-operative Academy Trust Schools will develop their Positive Behaviour Policy and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated and individuality is valued;
- Create an environment to support the development of resilient students, providing excellent learning opportunities to enable children to become positive, responsible and increasingly independent members of their Academy and the wider community;
- Secure an environment in which students develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge students to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all students irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop student aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our students are led by example. All adults and students will model the co-operative and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
 - a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
 - b. Causing personal injury or damage to property; or
 - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

Pastoral Support Plans Guidelines

Pastoral Support Plans

Pupils whose behaviour continues to be challenging/disruptive over a period of time should be (with their parent's agreement) placed on a Pastoral Support Plan (PSP) and there is to be close liaison between home, school and any outside agencies. Their emotional and social development will be monitored. This will be monitored by the Senior Leadership Team and SENDCO. Strategies used to manage their behaviour will be discussed and agreed with the SENDCO, class teacher/s, pupil and pupil's parents. If it is considered that a pupil may need to be restrained due to their behaviour difficulties then a Positive Handling discussion should be held and agreed with parents. (Restraining a child should always be the last resort – see Positive Handling Policy for guidance).

Pupils with Special Needs with Behaviour which at times is not acceptable

The support given may include:

- Being given assistance in the classroom
- An understanding by the class teacher and LSA of the needs of the child
- Where appropriate, the use of individual behavioural strategies for school
- Where appropriate, the use of individual behavioural strategies for home/school
- Where appropriate, the use of a behavioural/ABC chart
- Close collaboration with parents
- A behaviour plan may be developed
- Involving outside agencies, Educational Psychologist, Child and Family Consultations Services, Social Services

APPENDIX B:

Zones of Regulation and Regulation Stations

What does Zones of Regulation Mean?





- Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Regulation Stations

What are the different Zones?

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

APPENDIX C:

Reflection Guidelines

Major Behavioural Issues

- Fighting
- Refusing to do as they are told
- Throwing things
- Taking other people's property Continuous name calling/racial abuse
- Being disrespectful
- Ganging up on another child
- Deliberately damaging school property or the property of another child
- Play fighting where a child is hurt
- Openly lying to staff or blaming others for something they do

BEHAVIOUR POLICY
APPENDIX D:
Racist Incidents Guidelines

Bonnygate as a school community recognise and value our diversity and feel that this is an area for all stakeholders to celebrate. Therefore, the school has adopted a zero-tolerance policy on any racially motivated comment or action that is made with the intention of making another person upset. In the case of a racist incident which fits this criteria it will be reported to a member of the SLT who will fully investigate the incident. If the conclusion is that a child has deliberately set out to upset another child then the following steps will be followed: -

- The incident will be logged on our CPOMs system
- The child will automatically be put into reflection
- Both parents will be notified of the incident
- The incident will be reported at the next Governing Body meeting

If in the future the child repeats the incident this will be followed by a suspension either internally within the school or if deemed appropriate externally from the school.

BEHAVIOUR POLICY
APPENDIX E:
Headteacher Award Guidelines

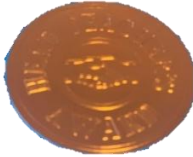
Introducing Bonnygate's Headteacher Reward

The children will be aiming to receive a Headteacher's Award for 'going above and beyond' in all aspects of school life. This year we will not be giving Headteacher's Awards for times tables books or reading record books. They will be sent to the Headteacher to receive this reward and in the absence of the Headteacher it will be the Deputy or Assistant Headteacher.



What does it mean when you collect the Headteacher Awards?

10 Headteacher Awards – Bronze Award



20 Headteacher Awards – Silver Award



35 Headteacher Awards – Gold Award



KS1 and KS2 Book Vending Machine – the child will receive a book of their choice.

50 Headteacher Awards – Platinum Award



Afternoon Tea with Miss Spencer and friends!

What do you need to do to achieve a Headteacher Award?

What the pupils said

KS1

- Exceptional piece of work.
- Going above and beyond.
- Helping someone at lunchtime.
- Work is really neat and presented well.
- Improvement in learning behaviour and has really turned it around.
- Consistent neat handwriting.
- Always be ready, respectful and safe.
- Listening to all adults consistently.

KS2

- Showing the Bonnygate way all the time (ready, respectful and safe).
- Extra learning at home.
- Constantly editing work without being prompted by the teacher.
- Showing the co-operative values (democracy, solidarity, self-help, self-responsibility, equity, equality)
- Kind and helpful to everyone.
- Looking after younger children/buddy idea.
- Supporting other members of staff e.g. jobs.
- Works really hard consistently.
- Good piece of writing.

What the staff said

- Link to own/school target set by class teacher.
- Setting good examples of learning behaviour.
- Striving to complete work set consistently.
- Being kind to all children for example showing and supporting a new child, helping a child who is upset at breaktimes.
- Stepping out of their comfort zone for example reading work to class.

- A positive change in mindset and learning behaviours.
- Represent the school e.g. poetry competition, sporting competition/activity.
- High achievement in and out of school activity e.g. music/dancing exam.
- Completing a high-quality piece of work independently and trying their best.
- Using skills to help others e.g. helping children who struggle with communicating or other disabilities.

*** NOTE: This is just a suggestive list. It is about going above and beyond.**