



Bowling Park Primary School

Policy / Procedure:	Behaviour and Positive Relationships Policy
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Date of governing body approval:	December 2024
Chair of Governors signature:	Sam Kirkby

This policy has been written alongside our Safeguarding & Child Protection Policy which states the following - At Bowling Park Primary School, there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. The school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually harmed.

In addition, the school's Behaviour Management and Positive Relationships Guidelines will be followed to recognise and celebrate positive behaviour. It will also followed to support children when they do not demonstrate appropriate behavioural choices.

Rationale

Bowling Park is a happy, safe and determined school where all of our children become confident, resilient and ambitious learners. Our school rules are aligned to our vision and values and support children in making positive choices in and out of school.

School Rules

Being the Best at Bowling Park: These are regularly talked through and discussed with the children.

1. We aim high and strive for excellence

We think about our learning, remain motivated and engaged in achieving the best that we can at all times.

2. We work together as a team

We work in collaboration, sharing our views and welcoming the contributions made by others.

3. We are kind and respectful

We care about others and value the viewpoints/ perspectives arising from our different backgrounds or needs.

4. We are resilient

We keep on going without giving up. We access support from the resources available to us. We seek support from each other and our adults.

5. We are safe and responsible

We make safe choices at all times, including in our classrooms, inside school and outside of the school building. We move sensibly around school and take responsibility for our actions.

6. We communicate, listen and act appropriately

We listen and speak well, being honest at all times. We work well at all times and concentrate, including learning together with others.

It is our intention to provide children with the best possible learning experiences to help them become successful learners, confident individuals and ambitious learners. We fundamentally believe that learning is a change to long-term memory; this is true to changing behaviour.

Our Behaviour and Relationship strategy connects together our ethos as a school, mental health and well-being work embedded into school, our relationships between staff and pupils and our very specific behaviour strategy.

Our policy is underpinned and influenced by **research-based evidence** from:

- Education Endowment Fund (EEF) review of Improving Behaviour June 2019
- DFE Behaviour and Discipline in schools January 2016
- Mentally Healthy schools
- Emotion Coaching UK

- Staff and pupil consultation
- Relational practice from Bradford Educational Psychology Team

This strategy works in collaboration with the responsive teaching strategy and the curriculum intent and implementation: allowing children to learn more, remember more and achieve more.

Mental Health and Well-being

See appendix 1 for the whole school offer for Mental Health and well-being

At Bowling Park Primary school, we believe that our pupils deserve an inclusive world of kindness, care, respect and equality. The children in our school are the most precious resource; they deserve all we can give them to thrive and succeed.

When children have good levels of wellbeing it helps them to:

- learn and explore the world
- feel, express and manage positive and negative emotions
- form and maintain good relationships with others
- cope with, and manage, change, setbacks and uncertainty
- develop and thrive.

When children look after their mental health and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to settle themselves, feel calm, and engage positively with their education - which can, in turn, improve their academic attainment.

We know mental health affects how you feel, think and act. It refers to your emotional, psychological and social well-being. Your mental health can change and fluctuate on a daily basis and over time, and can be affected by a range of factors. Crucial skills and positive attitudes are critical to ensuring children are effective learners.

Therefore, as a school we ensure we recognise children's mental health and react to their emotional state. As a result, we have adopted a whole school approach using Mind UP, SCARF, Leuven Scales and Emotion Coaching. These strategies and schemes are an integral part to our day to day learning and are embedded into our whole school ethos.

My Happy Mind: MyHappyMind was created for schools with a very simple mission: to give today's children the skills to thrive in tomorrow's world. Our programmes give children the preventative strategies, skills and tools they need to thrive in the modern world.

In 'My Happy Mind':

The science-backed programme for schools is grounded in the latest science and research about what it takes to create positive wellbeing.

It's taught to every single child and there's a curriculum for every year group from Early Years to Year 6.

SCARF: Safety, Caring, Achievement, Resilience, Friendship

SCARF supports primary schools in supporting positive behaviour, mental health, well-being, resilience and achievement. It is centred on a values-based and growth mindset approach. This is used to teach the school's PHSRE lessons.

Leuven Scales:

According to Laevers, high levels of both well-being and involvement allow children to experience deep learning. A happy, involved child is one who can experience the world at its fullest. They truly learn from those experiences.

A child with low well-being is far more likely to display negative behaviours and they're never going to engage with the opportunities in school.

High levels of involvement, couple with high levels of well-being –that's the perfect recipe for deep learning and development.

As a school, we have adopted this approach to understand well-being and involvements levels for our children. This allows us to establish a starting point for their emotional state, to then adapt specific strategies and approaches in order to increase their engagement in school.

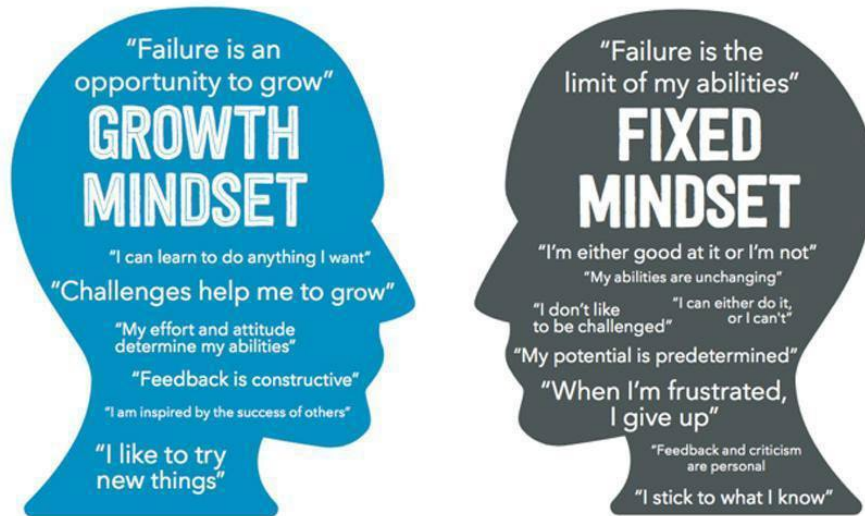
Emotion Coaching:

Emotion Coaching is a tool that can support the relationship between children and key adults with the goal of improving children and young people's ability to manage difficult feelings...and ultimately behaviour! It is a philosophy or style....a 'way of being' rather than a discrete programme.

Emotion coaching:

- recognises and works with each child's unique emotional style...this might mean that different tactics are necessary with different children.
- Helps adults recognise the emotions that children are feeling, acknowledge these to the children and teach them problem solving skills.
- Helps the child label their emotions, communicate empathy and understanding;
- Sets limits on behaviour – if necessary. Connect before correct
- Uses a guided script to have a shared language in school (appendix A)

GROWTH MINDSET FIXED MINDSET



Excellent Learning Behaviours

Good relationships are the core to good behaviour in the classroom and around school. As a school, we make this the most important priority.

Alongside promoting positive mental health and well-being, positive learning behaviours need to be learnt, explicitly taught and promoted. Good behaviour is a life skill. Children in some instances may not know that certain behaviours are inappropriate. In our school children are encouraged to make the right choices.

By promoting good behaviour in our school, we are promoting:

- the right and responsibility for all pupils to learn and let others learn;
- the right and responsibility for all pupils to feel safe and be safe;
- the right and responsibility for all pupils to respect others and be respected.

Early Intervention

This section outlines the supportive measures BPPS has in place to assist pupils in making well informed decisions, consider their behaviour and restore relationships.

Restorative Practices

What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which schools work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effect on others. This approach endeavours to build a caring community around students whilst not accepting

harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

A typical 'Restorative Chat'

This might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting.

Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?
- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

Restorative Script for Early Years

- What happened?
- When youwas that a good choice or bad choice?
- How did you make feel when you.....?
- At school it's not ok to
- Next time I want you to.....
- To fix this up you need to.....

The Problem-Solving Circle/ Class Circle-Time

In instances where intervention to discuss a repeated minor incident is necessary, Class Circle-Time can be used for problem solving.

The format of a problem-solving circle is based on the restorative process. Questions for discussion may include:

- How do we feel?
- Who has been affected by this problem?
- How have they been affected?
- How can we solve the problem, so it doesn't continue to be a problem?

If regular Class Circle-Time sessions have been utilised to strengthen relationships and build trust between pupils and the teacher, this format can be effective in managing issues. Some outcomes may include:

- Pupils feel respected and are included in a dignified process, feeling compelled to own their behaviour
- Pupils are participating in a process they see as 'fair' and 'equal', prompting them to take responsibility for their personal behaviour Pupils become part of the solution, developing empathy and insight
- Pupils learn about fairness and justice in a broader context.

What impact does good behaviour have?

To be an effective learner you need to be able to make good choices. Good behaviour leads to:

- intrinsic motivation and genuinely wanting to attend and learn at school
- increased self-esteem and self-confidence;
- more independence;
- improved emotional literacy, whereby children can unpick their thoughts, feelings and in due course their behaviour;
- knowing how to behave in different social contexts;
- the chance for children to realise aspirations and open doors to their futures.

Ultimately, we hope that by promoting good behaviour we will help create young people who are good citizens.

Strategies:

- Our use of language is crucial. Specific positive praise and encouragement must always outweigh criticism and negative comment.
- **Emotion Coaching language/ restorative practice scripts have to be used** to recognise emotions and develop problem solving in pupils.
- Teach children to be confident communicators
- We all need to be positive role models in the way that we talk and behave with children and each other.
- We must always respond to situations calmly and speak politely.
- We must always demonstrate fairness and consistency.
- On occasions, we will need to support pupils who need help learning good behaviours.
- Praise in public and sanction in private
- Engagement in lessons is crucial: Curriculum, planning, lessons and classroom organisation need to be planned carefully so that we do not inadvertently set up negative behaviours.
- Ensure children feel valued; their views, opinions and feelings matter.
- Use regular verbal and non-verbal praise and affirmation;
- Be aware of positive body language;
- Implement a daily system to recognise and promote positive behaviour. This could be a simple 'smiley' face chart /"WOW" side/ "You have impressed us" list, dojo awards, raffle tickets or a simple recognition board. It is imperative that pupils are recognised for their good and improved behaviour choices.

When children do not show good behaviour

Children at Bowling Park are encouraged to show good behaviours at all times. On the occasions where this does not happen, staff must use the positive relational strategies above. Staff must never

take away any positive praise, recognition or reward a child has gained. Remember to sanction in private; this means explaining quietly to the child one to one what behaviour you want to see. If the behaviour does not improve, and you feel you need to give warnings then the school's Behaviour Management Guidelines must be followed.

Where a child is consistently presenting low level engagement, disruptive behaviour and poor progress, an individual plan will be created to give staff strategies to re-engage and connect with the child. This will include interventions through the mentors, SLT, SEND team and outside agencies.

Where a child is consistently presenting challenging behaviour, an individual plan will be created to give staff strategies to apply de-escalation measures and minimise the likelihood of restraint.

Special Educational Needs and Disabilities

Children with additional needs may have personalised plans for behaviour. These are produced in consultation with the children and their parents. Parents are always consulted at each stage. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviours may be differentiated to cater to the needs of the pupil. The SENDCo will evaluate a pupil who exhibits behaviours that challenge to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. An Early Help referral or Early Help meeting may be raised with parental involvement. Outside agencies may be contacted where appropriate.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Pupil Restraint Policy). In these rare cases, staff will -wherever possible - use the techniques taught as part of the Team Teach training. There are a number of staff members trained in Team Teach, posters are displayed around school to highlight the appropriate staff members for positive handling/ reasonable force.

Powers of Search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of Abuse

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

Suspensions/ Exclusions/ Removal:

Considered by SLT when a child has put themselves or others at risk or learning is unable to take place consistently.

A suspension/exclusion letter must be delivered to parents within 24 hours. (Legal framework)

The Head is likely to consult L.A, CEO or Chair of Governors

The L.A. Exclusions framework is used.

The child may be sent home immediately for the rest of the day or isolated until the matter has been considered carefully.

Parents may choose to take their child home for lunch

Senior Management will make all decisions.

Governors may decide on removal for an indefinite period

Suspension/ Exclusion/ Removal will only be an option when there is sufficient written evidence.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive

Decided on a case-by-case basis Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term suspensions and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police Please refer to our child protection and safeguarding policy for more information.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

If there is an incident that the school deems to be bullying we will follow the schools behaviour flow chart (attached), work with parents, use emotion coaching language to address the root of the problem and support both parties toward a positive resolution. We will use mental health and wellbeing interventions as a long-term strategy.

Bullying can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Other forms of bullying	Other prejudice-based and discriminatory: Faith-based Homophobic/ biphobic Transphobic Disability-based

Bowling Park Primary School will not accept bullying of any kind. We are proactive in our approach to stop this through our investment in relationships and the safeguarding curriculum (PHSE, NSPCC Stay Safe, Speak Out and National Online Safety Accreditation).

However, when it does happen, we will:

- Investigate through speaking to staff, children and parents
- Inform parents of both the victim and bully
- Provide additional pastoral and intervention time to the victim and bully as need identified
- Work with families through Early Help if issues are identified as a consequence
- Keep records through cpoms and use this to identify any patterns

Staff CPD

Continuous professional development is given to all staff on wellbeing, mental health and behaviour strategies. We provide precise support to staff where needed to ensure that every child's needs are met. Those who are having difficulties with behaviour will receive support from SLT and SEND team to write individual plans.

Conduct off school premises

The school works with families to improve behaviour off the school premises. This includes where a parent may have difficulties with behaviour in the home. The school signposts and refers to the parenting programmes through the local authority. Further school help is offered and this is a proactive approach the school takes that is detailed within the safeguarding policy. Where there are reports of anti-social behaviour within the community, school refers to outside agencies such as youth community workers and police referral forms for a family worker. The school always works alongside families and police to improve behaviour and well-being of children.

Roles and responsibilities

The Governing Board

The governing board is responsible for reviewing this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors and Deputy Head (DSL).

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

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

Parents

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

Malicious Allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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 pupil 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 may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork

Poor attitude (disrespectful to staff and other children)

Serious misbehaviour is defined as:

Any form of bullying

Sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

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)