

# BORROW WOOD PRIMARY SCHOOL

## Behaviour Policy

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## **1. INTRODUCTION**

Borrow Wood Primary School is a caring community, whose values are built on honesty, mutual respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these values. Effective teaching and learning for all can only take place in a well-ordered, safe environment. This policy has been devised to ensure that the environment provided for children at Borrow Wood Primary School enables them to benefit from the educational opportunities offered to them. The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Children have contributed to the behaviour policy through class discussions and through PSHE lessons.

We believe that clear behaviour expectations with appropriate rewards and consequences are fundamental to children achieving their best at school and its fair and consistent implementation is the responsibility of all staff. We also acknowledge the role that we play in supporting the mental health and well-being of children and have developed whole school strategies as well as bespoke approaches to meet particular needs.

## **2. AIMS**

- To create an environment which promotes, encourages and reinforces positive behaviour
- To enable children to be resilient by promoting good mental well-being
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and unwanted behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage home/school agreement in the implementation of this policy

The school behaviour policy is therefore designed to support the way in which members of the school community work together to promote an environment where we all feel happy, safe and secure and where the children learn to appreciate the importance of good behaviour, hard work and respect for all.

## **3. EXPECTATIONS**

At Borrow Wood Primary School we will:

- Treat each other with respect by promoting honesty, courtesy and good manners at all times.
- Reward and appreciate good behaviour and attitudes to learning.
- Provide encouragement and challenge to all pupils in a caring and safe environment.
- Ensure that children are aware of school's expectations and ethos and the requirement that they need to be followed in order to ensure everyone's right to learn and to be safe.
- Teach children how to make the right **CHOICE** by being able to distinguish right from wrong.
- Ensure fairness and consistency for all regardless of age, gender, race, religion or belief, sex, sexual orientation ability or disability.
- Teach values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## **4. THE BORROW WOOD ETHOS**

Our school ethos is based on the word **CHOICE**. Through this ethos we aim to promote traditional British ideals and values of mutual respect and tolerance; democracy; the importance of following rules and expectations; courtesy and responsibility for our own actions.

- **Challenge...** where we have a go, make mistakes and try again.
- **Honesty...** where we always tell the truth.
- **Ownership...** where we take responsibility for our behaviours, learning and environment.
- **Inclusive...** where we accept and respect everyone.
- **Care...** where we look after ourselves and others.
- **Excellence...** where we bring out the best in ourselves.

## **5. THE CURRICULUM AND TEACHING AND LEARNING**

At Borrow Wood we believe that a broad and balanced curriculum, effective teaching and learning strategies and the consistent implementation of behaviour management strategies ALL need to be in place to enable children to achieve their potential. Lessons should have clear objectives, which are understood by the children, and teaching

and learning foci that take account of the needs of groups and individuals. Children need to be actively involved in their learning and through effective feedback know what they need to do to improve their learning. They need to know what is expected of them and how they can work responsibly on their own or in groups.

## **6. REWARDS AND CONSEQUENCES OVERVIEW**

We aim to create a balance between rewards and consequences with both being clearly specified. The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which should be given for behaviours and attitudes to learning as well behaviour as a whole. However, although rewards are central to the encouragement of good behaviour, consequences are also needed to protect the security and stability of the school community and to make it clear that unacceptable behaviour will not be tolerated. Children should expect consequences for unacceptable behaviour to be fairly and consistently applied. We also recognise that ***all systems need to be flexible to take account of individual circumstances, including recognising behaviours that may be linked to additional needs and mental health.***

All class teachers should follow a stepped approach to consequences, which children need to understand. Children, for whom this approach is not appropriate, will have a bespoke behaviour plan detailing agreed expectations, strategies, rewards and consequences.

### **EARLY YEARS FOUNDATION STAGE**

Although we are aiming for consistency across the whole school it is important to acknowledge that our very youngest children in Early Years will have some different expectations, rewards and consequences.

Our youngest children are constantly rewarded through praise for good behaviour and learning attitudes by:

- Stickers and stamps – including ‘Top Banana’
- Verbal praise to children and to parents about the children
- Gestures – thumbs up, clapping, smiles
- Special responsibility jobs
- Whole class rewards
- Weekly star certificates
- Learning certificates
- Regular reader reward prizes
- Individual sticker charts are used to enforce positive behaviours linked to individual behaviour targets
- 100 square whole class reward with a prize at 50 and 100 decided by the children to encourage teamwork and cooperation\* (Introduced in the spring term)

We encourage positive learning attitudes using ‘going for **GREEN**’ expectations of:

- Joining in
- Trying our best
- Listening

In the Foundation Stage songs and rhymes are used to promote the recall of expected behaviours. The children are reminded of these expected behaviours through the use of visual prompts. These include:

- Green, yellow, red reminder cards – If a child receives a red reminder card they will have 5 minutes time out to reflect on their behaviour during free flow activities.
- Visual behaviour prompts including 1<sup>st</sup> time, go inside, no throwing, no spitting, no biting others, no kicking, no hitting.
- If a child is finding it difficult to follow the rules and expectations of the Foundation Unit, despite visual and verbal prompts, they will be removed to a quiet place to calm down and reflect. If appropriate when returning to the classroom they will ‘pay back’ missed time.

### **KEY STAGE 1 AND 2 - ‘Owl Behaviour System’**

Our Behaviour Management Strategy is based on recognising and rewarding positive ‘GREEN’ behaviours and responding to unwanted ‘AMBER, RED and GREY’ behaviours in a consistent and timely way. (Appendix 3)








Children start the day on ‘Ready to Learn’ and **GREEN** behaviours (Appendix 3) are rewarded throughout the day.

**Pegs move up the chart** for a wide range of behaviours linked to our ethos of CHOICE, including:

- Showing resilience, perseverance and setting goals
- Being honest and trustworthy
- Showing positive learning behaviours such as being independent, working collaboratively, taking on extra responsibilities
- Treating others kindly and valuing everyone equally
- Caring about others and showing empathy
- Recognising sustained individual effort pushing themselves to their limits

**Pegs move down the chart** in response to amber, red or grey behaviours. Our aim is to work closely with parents in a timely way to formulate a plan to support the child in making changes to their behaviour. This will often involve home/school communication in a format agreed in discussion with parents/carers and the child, including email, behaviour chart, communication book.

### BEHAVIOUR CHART

	Move up to 'Owlstanding Student' for repeatedly showing the excellent learning behaviours and characteristics linked to CHOICE. If on here at the end of the day = 2 stickers on reward chart
	Move up to 'Soaring High' for continued positive behaviours linked to CHOICE. If on here at the end of the day = 1 sticker on reward chart
	Move up to 'Whooo's doing great?' for any of the positive behaviours linked to CHOICE.
	Every child starts on the green 'Ready to Learn' board at the start of each day.
	Move down to 'Think About It': If expectations of CHOICE behaviours are not met, following a reminder.
	Move down to 'Make Better Choices': If poor behaviour choices continue, despite additional support from the class teacher. 'Time out' given to reflect on behaviours to move back up the chart. Phase leaders to be informed to record incidents.
	Move down to 'Parent Contact': If poor behaviour choices still persist. SLT will contact parents to agree strategies to promote CHOICE behaviours. This may include a positive behaviour support plan.

Parents will be included in discussions and decisions about the content of the positive behaviour support plan and what rewards can be included to encourage and support CHOICE behaviours.

### Rewards used across school include:

<ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Gestures such as thumbs up, clapping, smiles</li> <li>● Behaviour badges</li> <li>● 'The Choice' green jumper award</li> <li>● Best@Borrow Wood award</li> <li>● Stickers</li> <li>● Verbal praise to parents about their children</li> <li>● CHOICE Award</li> </ul>	<ul style="list-style-type: none"> <li>● Positive phone call/text message/email home</li> <li>● Weekly Celebration Assembly Certificates</li> <li>● Best Work, Every Book, Every Time, Every Child badge</li> <li>● Class 100 Square</li> <li>● Head teacher's stickers/certificates</li> <li>● Sending children to other staff members for reward or praise</li> </ul> <p><b>No sweets are to be used as a reward.</b></p>
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### **BEHAVIOUR BADGES**

All children will have their own coloured 'Reward Loyalty Cards'. They collect stickers/stamps on their cards each time they reach 'Soaring High' (1 sticker) and 'Owlstanding' (2 stickers).

- 25 stickers/stamps = Bronze Badge
- 50 stickers/stamps = Silver Badge
- 50 stickers/stamps = Gold Badge
- 60 stickers/stamps = Blue Badge
- 60 stickers/stamps = White Badge
- 70 stickers/stamps = Purple Badge
- 70 stickers/stamps = Orange Badge
- 80 stickers/stamps = Pink Badge
- 80 stickers/stamps = Red Badge
- 90 stickers/stamps = Mauve Badge
- 100 stickers/stamps = Green 'The Best We Can Be' Badge

### **CLASS 100 SQUARE**

Numbers are coloured in on the 100 square when the whole class have demonstrated collective CHOICE behaviours.

The children can choose a class treat when 25, 50, 75 and 100 squares have been filled in. Treats are decided *democratically* in each class.

### **BEST@BORROW WOOD Award**

A special badge awarded to one child in each Key Stage (KS1, LKS2, UKS2) every half-term to reflect individual children's efforts and attitudes in **BEING THE BEST THEY CAN BE**. This should be based on children's own individual potential.

### **THE CHOICE AWARD – GREEN JUMPER**

A theme is set each half-term linked to the school ethos of CHOICE. A child is selected in each class each week for reflecting the ethos theme. CHOICE children wear a green jumper in school for the coming week to 'stand out'.

<b>BEST@BORROW WOOD CHOICE Award - half-termly</b>		
<b>Autumn 1</b>	<b>Challenge</b>	Showing resilience, perseverance and setting goals
<b>Autumn 2</b>	<b>Honesty</b>	Being honest and trustworthy
<b>Spring 1</b>	<b>Ownership</b>	Showing positive learning behaviours such as being independent, working collaboratively, taking on extra responsibilities
<b>Spring 2</b>	<b>Inclusive</b>	Treating others kindly and valuing everyone equally
<b>Summer 1</b>	<b>Care</b>	Caring about others and showing empathy
<b>Summer 2</b>	<b>Excellence</b>	Recognising sustained individual effort pushing themselves to their limits

### **STAR AWARDS - weekly**

Two children from each class are chosen to receive a certificate in Friday assembly each week for outstanding 'moments in time' – these can be linked to any aspects of school life.

### **TIMES TABLE BADGES**

Red – Awarded to Year 2 children who master Year 2 times tables – 2, 3, 5, 10

Mauve – Awarded to Year 3 children who master Year 3 times tables – 3, 4 and 8

Green - Awarded to children who master all times tables to 12 x 12 at speed.

Blue – Awarded to children who master all times tables to 12 x 12 presented as related facts, square roots and squared numbers.

### **BEST WORK, EVERY BOOK, EVERY TIME, EVERY CHILD BADGES**

The aim is to collect the set of 4 badges whilst at Borrow Wood. Badges can be earned for consistently showing sustained care and pride in all the work they do. Awarding these badges will be based on what is the best work for an individual child.

## **CONSEQUENCES**

Despite positive behaviour management to promote CHOICE behaviours at Borrow Wood Primary School, it may be necessary to implement consequences to enforce expectations and to ensure a safe learning environment. Consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff to create a fair, secure and positive learning environment.

### **Consequences used across school include:**

- Verbal warning
- Move peg down the chart
- Space to think – away from a situation on the playground or in the classroom
- Correct unwanted behaviour e.g. running down the corridor, return and walk instead
- Make amends for the behaviour e.g. verbal/letter of apology, repairing/replacing something that has been broken
- Speak to parent/carer to agree an appropriate consequence

### **PiP and RiP**

### **Praise in Public and Reprimand in Private**

## **GREY SEVERE BEHAVIOURS**

**GREY SEVERE** behaviours and persistent **RED** behaviours will be referred directly to Senior Leaders to be dealt with. These behaviours may lead to specific consequences being given depending on the behaviour, including a fixed-term or permanent exclusion.

## **7. BREAK TIME AND LUNCH TIME**

Our school rules and expectations apply similarly at break and lunch times. Duty staff will reward children by using praise and sharing with class teachers any good behaviour they have seen. They will reward classes and children by moving pegs up or by giving hundred squares.

At lunch time, unwanted behaviours are recorded for monitoring purposes and pegs may be moved down in class. If follow up is needed, this will in the first instance be by the class teacher. If required, SLT will become involved.

## **CONSEQUENCES**

Unacceptable behaviours at break and lunch time should be dealt with following this procedure:

1. The staff member issues a warning for unwanted behaviours and explains why. E.g. This behaviour needs to stop because .....
2. Staff then need to monitor the child's behaviour. Some behaviours may go straight to step 3.
3. If poor choice behaviours are repeated, the child's class teacher will be informed that the child's peg is to be moved down.
4. If the child persists with a poor behaviour choice, the child is sent inside to a member of the Senior Leadership Team or the Inclusion Team and a further record will be made in the SLT Behaviour Book.
5. Parents/carers may be contacted by the class teacher or a member of SLT so that we can work together to support the child to make better behaviour choices.

Outside behaviour management needs to link with the whole school 'Owlstanding' system. Therefore, break and lunch time staff need to tell children to move pegs up or down. A record of this should be kept in the class behaviour books.

Should children continue to persist with the poor choices of behaviour at lunch/break times then further discussion with parents will take place with a member of SLT to assess the problem and seek a solution based on individual circumstances. This may lead to the child being sent home for lunchtime and the child being placed on a home/school Behaviour Chart.

## **8. NURTURE GROUP**

Children identified with social and communication difficulties, mental health issues and children struggling with their peers during free social time, may be invited to join a Lunchtime Nurture Group so that their needs can be met through supported activities.

## **9. RECORDING, MONITORING AND EVALUATING BEHAVIOUR IN CLASS**

All staff will follow the procedures explained in this policy ensuring that children are aware of expectations, rewards and the consequences. Each class has a Behaviour Folder for recording ongoing behaviour concerns so that patterns of behaviour can be monitored. This will include brief notes of specific incidents, any parental contact and key points discussed and agreed.

The children are responsible for updating their own reward charts displayed in the classroom.

Behaviour that has required parental involvement should be recorded in the class behaviour folder. This information should be passed on to Phase Leaders for further action if required.

### **ON THE PLAYGROUND**

Incidents of disruptive behaviour on the playground should be recorded in class Behaviour Folders. A nominated teacher on duty at break time and the TAs/midday staff on duty at lunchtime are responsible for recording and passing information and class Behaviour Folders back to class teachers.

Teachers should follow up on incidents with children and parents if required.

Behaviour logs are analysed and data collated every half term to identify patterns of behaviour that need further action.

## **10. UNDERSTANDING THE LINK BETWEEN MENTAL HEALTH AND BEHAVIOUR - SUPPORT AND FOLLOW UP FOR CHILDREN DEMONSTRATING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

We recognise that some children, who demonstrate difficulties in regulating their emotional and behavioural responses, may have additional needs, linked to any of the following:

- Emotional disorders such as phobias, anxiety states or depression
- Conduct disorders such as defiance, aggression and anti-social behaviour
- Hyperkinetic disorders such as ADHD, ADD, poor powers of concentration, short attention span, impulsiveness and explosiveness
- Developmental disorders such as speech delay, social ability delay
- Attachment disorders
- Trauma disorders such as bereavement, PTSD as a result of traumatic experiences or persistent periods of abuse and neglect
- Mental health problems including eating, habit, psychotic and somatic (pain) disorders
- ASD – Autism Spectrum Disorder

Children, who have difficulties self-regulating their behaviours will be made known to the Special Educational Needs Coordinator. Parents/carers will be included in the process of assessing their child's needs and the planning process for how their child will be supported. The process of assessment, planning, action and review is known as the Graduated Response and will inform decisions on whether to seek specialist support through referrals to other agencies such as the paediatrician, school health, Behaviour Support.

Support in school may involve bespoke behaviour management strategies such as:

- Behaviour charts
- Meet and greet to support a calm start to the school day
- Space to think and calm
- Zones of regulation activities
- 1:1 support
- Comic Strip Conversations
- Making amends and saying sorry – emotion coaching
- Team Teach - a range of de-escalation and positive handling techniques which promote positive relationships in schools when dealing with children who are demonstrating challenging behaviour

## **11. ROLES AND RESPONSIBILITIES**

### **CHILDREN**

Children are expected to follow the school ethos and make good behaviour choices. They need to know what is expected of them and what the rewards and consequences are for their behaviours.

## **PARENTS**

It is important that parents support their children's learning and behaviour in partnership with school. Good communication between home and school is the best way to bring out the best in our children. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We ask parents to:

- Make children aware of good behaviour expectations
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy
- Be aware of the school ethos and expectations of behaviour.

Should school need to implement consequences to deal with unwanted behaviour, we expect parents/carers to work in partnership with and support the actions of school. If parents/carers have concerns about the way their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, then the complaints procedure should be followed.

At Borrow Wood we expect the support of parents/carers to 'bring out the best' in all of our children. In order to facilitate this, we need to work together using the rewards and consequences outlined in this policy. Should there be any concerns about behaviour issues in school, we encourage parents/carers to raise these at the earliest opportunity.

***We expect all parents/carers to behave in a respectful and civilised manner towards school staff. Incidents of verbal or physical aggression towards staff will not be tolerated.***

## **STAFF**

We expect staff to:

- Treat all children fairly and with respect
- Help children to develop their full potential
- Provide a challenging, broad, balanced and ambitious curriculum
- Create a safe and welcoming environment both physically and emotionally
- Use rewards and consequences fairly and consistently
- Be positive role models to the children
- Form positive relationships with parents/carers and children
- Recognise and value the strengths and individuality of all children
- Teach children personal, social, health and emotional skills through PSHE Matters to underpin the school's behaviour policy
- Deal with parental/carer concerns in a timely, respectful and professional manner, involving senior staff if required
- Promote the school ethos of CHOICE as the key driver for positive behaviour management at Borrow Wood.

## **HEADTEACHER**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term or permanent exclusions to individual children for serious acts of misbehaviour.

## **GOVERNORS**

The governing board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. Although the head teacher has the day-to-day authority to implement the school behaviour policy, governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## **12. HOME/SCHOOL AGREEMENT**

*The Home/School Agreement* (Appendix 1) is signed by parents on entry into school. It draws together the strands of our ethos as a school, and one of the important aspects covered is how we expect the children and their parents to co-operate with teachers in their expectations for behaviour.

Children agree to do all their work in class, and allow others to do the same. They agree to be polite, considerate and helpful to others and listen to what they have to say. Finally, they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child and the parent/carer on entry to Borrow Wood. Each September all children will be reminded of the Home/School Agreement as part of their transition into their new year group.

## **13. THE USE OF REASONABLE FORCE**

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used to intervene physically. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where physical support is needed to prevent violence or injury to themselves or others. 'Reasonable in the circumstances' means using no more force than is needed. We work to the principle of reasonable, proportionate and necessary and will only intervene physically as a last resort.

Staff at school may need to use positive handling strategies. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Positive handling refers to any type of physical support given to a child to support positive behaviour, emotional regulation and to keep the child and other children and adults safe. The majority of staff have been 'Team Teach' trained, which is an accredited positive behaviour management training, which equips individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

### **CIRCUMSTANCES THAT MAY LEAD TO REASONABLE FORCE**

Reasonable force can be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Behaving in a way that seriously disrupts a school event e.g. a school trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or disrupt the learning of others
- Attacking a member of staff or another pupil
- Fighting

Reasonable force may also include removing disruptive pupils from the classroom where they have refused to follow an instruction to do so or to restrain a pupil at risk of harming themselves or others through their physical outbursts. School will not use force as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on specific circumstances. This judgement should not only depend on the circumstances of the situation but also take account of the individual needs of the pupil concerned particularly in relation to pupils with Special Educational Needs and Disabilities. Any member of staff who has had to physically intervene must as soon as possible and certainly by the end of a session report the incident to the head teacher or deputy head teacher.

### **RECORDING, MONITORING AND REPORTING REASONABLE FORCE**

Although school does not need parental consent to use reasonable force on a pupil, we will inform parents about serious incidents involving the use of force. Serious incidents involving the use of force will be recorded in the 'Bound and Numbered Book' located in the secure Safeguarding cupboard.

In deciding what is a serious incident, staff will use their professional judgement and consider the following:

- The pupil's behaviour

- The level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

#### **ASSESSING THE RISK OF USING REASONABLE FORCE**

When it is known that reasonable force may need to be used for individual children, a risk assessment will be carried out by the Inclusion Team and a Positive Behaviour Support Plan will be written. (Appendix 2)

As appropriate to our school population, our senior leadership team will consider the needs of any of our staff who should be trained in effective techniques. The Head teacher will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs. The majority of staff have Level 1 Team Teach Training and some staff have received Level 2 Team Teach training.

#### **14. POWER TO SEARCH WITHOUT CONSENT**

In addition to the general power to use reasonable force described above, headteachers and authorised staff, in Borrow Wood's case, a member of the Senior Leadership Team or the Inclusion Team, can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

#### **15. BULLYING**

Borrow Wood Primary School does not tolerate bullying of any kind. If we discover that bullying or intimidation are taking place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy).

#### **16. ONLINE BEHAVIOURS**

Children are taught how to behave appropriately online in order to protect themselves from bullying and harm. Children are taught to pass any concerns to a trusted adult in school or at home. Concerning online behaviours that take place beyond school are dealt with by school as soon as school is informed. All incidents of concerning online behaviours that school deals with, are recorded on the E-Safety log.

#### **17. CHILD ON CHILD ABUSE**

It is important to acknowledge that children can abuse other children. Borrow Wood takes a **zero tolerance** approach to child on child abuse behaviours, which are defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children both inside and outside of school, in person or online. All inappropriate child on child behaviours will be dealt with in line with this policy alongside the school's Safeguarding and Child Protection policy.

Forms of child on child abuse include the following behaviours:

**Physical abuse** Actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

#### **Sexual abuse**

- "Sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

- “Sexual harassment” refers to any sexual behaviour that could violate another child’s dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:
  - Sexualised jokes, taunting or comments.
  - Physical behaviour, e.g. deliberately brushing against someone.
  - Online sexual harassment, including
  - Upskirting
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media.
  - Sexual threats or coercion.
  - The “sharing of sexualised imagery”

**At Borrow Wood we do not accept comments being passed off as ‘banter’, ‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.**

**Bullying** - Many kinds of behaviour can be considered bullying, including:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

#### **Online abuse**

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

#### **Discriminatory behaviour**

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy.

#### **Intimate partner abuse**

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other. This could include:

- Repetitive insults
- Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
- Sexual harassment.
- Threats of physical or sexual abuse.

The school will manage intimate partner abuse in line with the Child Protection and Safeguarding Policy.

### **18. MONITORING AND REVIEW**

The behaviour policy is formally reviewed on an annual basis. However, should monitoring indicate that aspects of this policy need amending, this will be done in a timely way.

### **19. OTHER RELEVANT POLICIES**

This document should be read in conjunction with the following:

- ***Anti-bullying Policy***
- ***Inclusion Policy and Accessibility Plan***
- ***SEND Policy***
- ***Safeguarding Policy***
- ***Online Safety Policy***
- ***Mental Health and Well-being Policy***

- [Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion](#)
- [Mental Health and Behaviour in schools November 2018](#)

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

**Appendix 1**

**BORROW WOOD PRIMARY SCHOOL  
HOME SCHOOL AGREEMENT**



Our school aims to ensure that every child can achieve their best, in a disciplined and caring setting. We believe that the successful education of any child depends on teamwork, shared goals and good communication. At Borrow Wood Primary School, this involves children, parents and governors.

**The School will:**

- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and possessions
- Encourage children to care for and about others
- Treat your child with care and respect
- Take all reasonable steps to ensure the safety of children during school hours
- Provide regular homework
- Inform parents when there are problems involving their child
- Make staff available to meet parents after school at short notice
- Provide formal meetings with parents at least twice a year
- Keep parents informed through a twice termly Newsletter
- Keep parents updated via the website
- Give parents a voice through an Annual Questionnaire - ParentView

**The Family will:**

- Make sure my child arrives at school on time (8.55 a.m.)
- Make sure my child arrives in school uniform
- Make sure my child goes to bed at a reasonable time the night before a school day whenever possible
- Support the school if there are behaviour problems
- Provide a note or phone call when a child is absent or going to be late
- Keep in touch with the class teacher as appropriate through the year
- Support my child with homework on a regular basis

**The Child will follow the school ethos based on CHOICE.**

- Challenge... where we have a go, make mistakes and try again.
- Honesty... where we always tell the truth.
- Ownership... where we take responsibility for our behaviours, learning and environment.
- Inclusive... where we accept and respect everyone.
- Care... where we look after ourselves and others.
- Excellence... where we bring out the best in ourselves.

**Parents may contact the school if they feel this agreement is not being kept, and vice versa.**

Parent/Carer: ..... Date: .....

Head teacher: ..... Date: .....



## Positive Behaviour Support Plan

<b>Name:</b>	<b>DOB:</b>
<b>Date:</b>	<b>Class:</b>
Positive Behaviour Support Strategies:	

Triggers	Behaviours	De-Escalation Strategies

**Positive Handling Strategies and use of break spaces:**

**Date to be reviewed:**

**Parent/Carer signature:**

**Staff Signatures (all members of staff who work with the child):**

Appendix 3

<b>Green CHOICE</b> <b>Behaviours</b> <b>Will be rewarded</b>	<b>Amber CHOICE</b> <b>Warning given and if repeated chart peg moved down</b>	<b>Red CHOICE</b> <b>Chart peg moved down immediately. If repeated becomes SEVERE</b>	<b>Severe CHOICE</b> <b>Chart peg moved down immediately. Parents informed. May lead to exclusion.</b>
Holding the door open Greeting people Listening to others Focusing on work Lining up quietly Walking down corridors Playing kindly with others Tidying up Walking into school quietly Picking up litter Being a good friend Offering to do a job Working well with others Saying please and thank you Keeping tables and classrooms tidy Being courteous and respectful Sitting quietly in assembly Walking calmly in and out of the hall for assembly Doing as asked the first time Offering others support Waiting your turn .....	Unkind remarks Pushing Pulling faces Eye rolling Shrugging shoulders Answering back Running in the corridor Tipping on chairs Shouting out Failing to keep on task Making noises Distracting others	Swearing Fighting Name calling Telling lies Spitting Hitting Kicking Throwing objects Refusal to follow adult instructions  Parents will be contacted.	Physical threats Physical violence Verbal threats Bullying Stealing Vandalism Absconding from school Offensive gestures Touching others in a way that they do not like The misuse of social media to bully, intimidate or humiliate others  Behaviour which puts themselves or others at risk of serious harm  The use of derogatory and offensive language, text or images relating to race, religion, disability or lifestyle choice such as sexual orientation.
		Breaking the rules of the acceptable use of ICT equipment. Consequence will depend on the severity of the misuse.	