



# **Behaviour Policy (including the Bowmansgreen Blueprint)**

**June 2023 – June 2025**

**Coordinator: Headteacher  
Date: June 2023  
Review Date: June 2025**

## 1. Rationale

Bowmansgreen is a school where everyone is welcomed. We have an inclusive, whole school model and approach to teaching, promoting and managing behaviour and conduct that are based on shared expectations and common values which reflect and best support our diverse school community.

This policy makes clear our intent for behaviour around our school community. It also outlines how the school will implement the policy and how the impact will be monitored.

At Bowmansgreen, we have high expectations of all behaviour and conduct. We expect and work hard to ensure that all pupils feel happy, healthy and safe and make good progress in all areas of their learning and development.

We recognise that a school with positive relationships; excellent teaching, learning and behaviour; and everybody taking responsibility and ownership for their own actions, provides the most effective, supportive learning environment for all.

Our approach to teaching and managing behaviour is based on the recognition and understanding that behaviour has meaning. We understand that often, challenging behaviours communicate an unmet need that may require home, school and sometimes external professionals to work together to best support and meet the need.

This policy is based on an evidence informed approach that relies on staff being well-informed; learning from experience and research evidence; and appreciative of the responsibility, actual and potential impact of their position of authority and influence.

## 2. Aims

School Vision: **'For all pupils to flourish, succeed and achieve their potential'**

Through this policy, we also aim:

- For pupils to feel valued, respected and appreciated
- For pupils to feel happy and safe
- For pupils to know how to become successful learners
- To build positive, caring relationships across the school community
- To create a culture of excellence in learning, behaviour and conduct
- To teach pupils to understand and accept the consequences of their actions
- To sustain a school community that all members are proud to belong to

## 2. Bowmansgreen Rules and Values

This policy is underpinned by our behaviour principles, school ethos and values.

School Rules: **Be kind, be safe, be respectful**

School Values:

Autumn 1 <b>Kindness</b>	Spring 1 <b>Friendship</b>	Summer 1 <b>Truth and Honesty</b>
Autumn 2 <b>Respect</b>	Spring 2 <b>Courage and Determination</b>	Summer 2 <b>Trust</b>

## 3. Relationships across the school

This policy is premised on the belief that the quality of relationships within a school is the most powerful tool in behaviour leadership, management and standards. Relationships across the Bowmansgreen school community are built on mutual trust, to support, encourage, model and teach pupils how to learn and behave well.

At Bowmansgreen, staff are determined and proactive in getting to know pupils well. Their knowledge of each individual pupil's needs and influences enables them to tailor provision and support effectively, including when a pupil needs additional support with their behaviour. All staff are expected to be kind, empathetic and keen to understand how best to support pupils to behave well.

It is the responsibility of all staff to make pupils feel liked, important and valued, to help develop and support their sense of belonging. We believe that positive relationships are well supported with a restorative approach. Staff use restorative conversations to help pupils understand the impact of their behaviour on others and to support them to develop a strong sense of respect and gratitude.

Children need certainty in adult behaviour. At Bowmansgreen, we strive to create a culture of certainty and consistency, where all pupils feel secure, safe and confident of the rules, values, boundaries and expectations.

Building positive relationships is key to effective behaviour management. Staff take the time to get to know pupils well, in relation to the time that they share together and the context of their relationship. The relationship between pupils and their class teacher is very special and should be built on mutual trust, respect and interdependence. Staff invest in their relationships with pupils every day, building rapport by being kind, caring and understanding.

#### **4. Leading by example**

At Bowmansgreen, we see all adults as role models, leading by example. Staff recognise and understand the impact that adult behaviours can have on the learning, behaviour and wellbeing of pupils and of each other and we have a collaborative agreement to do and be our best at all times.

Staff demonstrate 'relentless botheredness' (Paul Dix) in building rapport and establishing positive relationships with pupils. They recognise, acknowledge and reinforce good behaviour as often as they can.

Teachers are the ambassadors for modelling and promoting excellent behaviour with their classes. Excellent teaching and learning supports excellent behaviour and this is acknowledged and celebrated.

At Bowmansgreen, there are agreed, acceptable adult behaviours which are recognised as being appropriate and professional at all times and the best way to model and promote excellent behaviour and conduct. This is a collaborative agreement to which all staff are committed.

Our 5 Pillars of Practice underpin our behaviour policy, to support every member of staff to become an expert in leading and managing behaviour.

#### **5 Pillars of Good Practice**

1. Consistency and calm
2. First attention for best conduct
3. Relentless routines
4. Scripting support
5. Restorative conversation

All staff are to use language of encouragement when leading and managing behaviour. To help ensure whole school consistency in our use of language, scripted interventions are used to support staff when acknowledging or managing behaviour. The use of scripted interventions is an approach that effectively supports staff to adopt a calm, consistent and kind approach, especially when addressing challenging behaviour. It provides a conscious framework of language and a strategy for managing behaviour, through a balance of encouragement and correction.

#### **6. Promoting positive behaviour**

At Bowmansgreen, we constantly encourage and promote excellent behaviour and it maintains a consistently high profile across the school. We understand that pupils need to be taught, retaught and frequently reminded of behaviour expectations. We recognise the need for staff to practise the constant reinforcement of expectations so that they are clear, obvious and explicit to all.

Consistency is key! We appreciate the need for consistency and strive to balance that with the flexibility to differentiate approaches according to individual, group or class need.

Good behaviour is expected and therefore acknowledged rather than rewarded. Behaviour that goes 'over and above' is rewarded. This is the behaviour that sets the highest standards for others to aspire to.

We teach pupils to strive for excellence in their learning and behaviour but also to accept mistakes and failure as part of the learning process. We teach pupils personal discipline and to accept the consequences of their actions.

Evidence suggests that there is a close relationship between the quality of the curriculum and lessons and the standard of pupil behaviour. At Bowmansgreen, we ensure that lessons are appropriately pitched, enjoyable, challenging and interesting, to give pupils the best environment to learn and behave well in.

### **Examples of how positive behaviour is captured and celebrated:**

- Weekly celebration assemblies
- Star of kindness
- Circle time
- Special mentions
- Recognition boards
- Note or call home
- School website and blogs
- Anonymous recognition
- Sharing positive learning
- Peer and self-recognition or acknowledgement

### **Examples of how 'over and above' behaviour is rewarded:**

- Early lunch
- Leading out of assembly
- Choice of class or school poem or story
- Note or call home
- Extra playtime
- House points
- Activity/lesson choice
- Additional class or whole school responsibilities
- SLT acknowledgement

## **6. Roles and responsibilities**

Responsibility for behaviour is shared between all members of the school community.

### **Parents and carers should:**

- work collaboratively with school as laid out in the Home School Agreement
- support and reinforce expectations of this policy so that pupils receive consistent messages
- inform school of any changes in their child's circumstances or behaviour that might affect their learning or behaviour at school
- support and reinforce the school rules and values
- raise any concerns about how their child has been treated with the class teacher, in the first instance

### **Pupils will:**

- know, understand and follow the school rules
- know, understand and demonstrate the school values
- appreciate the importance of being ready to learn
- be responsible and thoughtful about their own behaviour and conduct
- understand the impact of their behaviour on others
- be involved in ongoing improvements to the behaviour policy, practice and standards
- each have a learning mentor to support, teach and improve behaviour

### **All school staff will:**

- lead by example
- know and understand our pupils and their influences
- provide a safe and effective learning environment
- provide certainty and consistency of boundaries and routines
- provide certainty and consistency of language and expectations
- meet the educational needs of all pupils
- teach personal discipline and self-regulation
- teach learning behaviours alongside managing misbehaviour
- use effective classroom management strategies to support good behaviour
- be sensitive and tailor targeted approaches to the needs of individual pupils
- not ignore poor behaviour
- be visibly kind, caring and friendly
- receive regular training and information about best practice behaviour skills
- record significant and/or serious incidences of misbehaviour

**The Headteacher will:**

- determine how often this policy is reviewed
- review this policy and communicate it effectively to all stakeholders
- ensure that this policy is implemented consistently across the school community
- ensure that staff are supported, informed and trained to best implement this policy
- have responsibility for all exclusions, following local authority guidelines
- keep records of significant and/or serious incidences of misbehaviour

**School governors will:**

- review and agree the Behaviour Principles upon which this policy is based
- support the Headteacher in implementing the Behaviour Principles
- promote and model positive behaviour as a member of the school community

**7. Following up challenging or poor behaviour**

All pupils have a right to learn.

The health and safety of all pupils is of paramount importance at all times.

At Bowmansgreen, we recognise that when pupils are struggling, they need support. This applies to pupil learning and behaviour.

All staff seek to contribute to a better understand of pupil behaviour and work in a reflective way, to gain an insight into and understanding of a pupil's difficulties and experiences. The behaviour of pupils is always addressed and managed with kindness, empathy and sensitivity.

When the behaviour of a pupil gives cause for concern, all adults working with that pupil are involved in the support to improve the situation.

Evidence suggests that the more immediate the response to challenging or poor behaviour, the more effective it will be. We aim to discuss, deliver and apply interventions or consequences on the same day, where practicably possible, so that pupils can start each day as a fresh start and with a clean sheet. Sometimes, however, when situations are complicated or involve a range of pupils or factors, this is not possible. In these circumstances, interventions or consequences are applied as soon as possible after a full investigation has been carried out and all of the facts and responsibilities are known.

Staff refer to the school rules at every opportunity – they are referenced in every interaction on behaviour.

It is essential that sanctions and consequences are appropriate and proportionate.

## Boundaries

Boundary	Intent and Impact
Reminder	A reminder of the school rules, delivered privately whenever possible. Pupils are made aware of their behaviour. The learner has a chance and choice to do the right thing and change their behaviour.
Warning	A clear verbal caution, delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a chance and choice to do the right thing. Learners will be reminded of their good previous good conduct, to prove that they can make good choices.
Last chance/Final Warning	The adult speaks to the pupil away from others; boundaries are reset. Adult makes it clear that it is the final warning. The pupil is asked to reflect on their next step and reminded of their previous conduct/attitude/learning. The pupil is given a final opportunity to re-engage with the learning and follow instructions and given private thinking time. (3-5 minutes)
Consequence	The pupil is informed that they have chosen to not to change the behaviour they were asked to and a consequence is given. The consequence must be followed through soon as possible – where practical and possible - to allow for a fresh start next lesson or day
Repair	Use of the restorative questions to structure a reparation conversation.



## Interventions and consequences

Behaviour	Step/Stage	Consequences
<p><b>Low-level</b></p> <p>Including:</p> <p>Being unkind</p> <p>Being inconsiderate</p> <p>Non-compliance to a reasonable and understood request</p> <p>Excessive attention seeking</p> <p>Distracting/disturbing others</p> <p>Inappropriate language</p> <p>Minor verbal aggression</p> <p>Constant chatting</p> <p>Shouting out in classrooms or corridors</p> <p>Unfinished or unacceptable work due to time-wasting</p> <p>Not looking after resources carefully</p> <p>Not sharing or co-operating</p> <p>Being rough with others</p> <p>Interrupting staff</p> <p>Running in the corridor</p> <p>Lying</p>	<p>Stage 1</p>	<p>Time out (of activity, lesson, classroom or break-time)</p> <p>Missed break-time (pupils given opportunity for fresh air, drink, toilet at another time)</p> <p>Fixed-term ban from break-time game or activity</p> <p>Work completed at another time or sent home</p>
<p><b>Persistent low-level; escalating breach</b></p> <p>Stage 1 behaviour consistently repeated after adult intervention</p> <p>Also including:</p> <p>Verbal aggression (i.e. offensive language, shouting or screaming)</p> <p>Minor damage to property</p> <p>Destroying own and others' work</p> <p>Damaging equipment</p>	<p>Stage 2</p>	<p>Phone call to parent</p> <p>Longer time out (of activity, lesson, classroom or break-time)</p> <p>Move seat in classroom</p> <p>Work completed at another time or sent home</p> <p>Behaviour agreement/contract</p> <p>Behaviour monitored by teacher and/or SLT</p>

<p>Hiding or absconding</p> <p>Extreme task avoidance</p> <p>Spitting</p> <p>Biting and other forms of physical harm</p> <p>Preventing other children from learning</p> <p>Stealing</p>		
<p><b>Serious breach</b></p> <p>This behaviour includes:</p> <p>Racist, homophobic or discriminatory comments directed to another person, spoken with intent and understanding,</p> <p>Threatening language or actions</p> <p>Swearing, directed at a person or rude gestures</p> <p>Being verbally aggressive to another pupil or adult</p> <p>Repeated or more serious incident of stealing</p> <p>Repeated or more serious damage to school or another person's property.</p> <p>Purposefully causing more serious physical harm to another pupil or an adult.</p> <p>Bullying behaviours; encouraging others to join in with such actions.</p> <p>Actions that could cause danger to self or others</p> <p>Persistently refusing to comply with adult instructions.</p>	<p>Stage 3</p>	<p>Phone call to parent</p> <p>Letter sent home</p> <p>Behaviour addressed and monitored by SLT</p> <p>A fixed time out, working in another classroom or the SLT office</p> <p>A fixed time off the playground, where a school based community service job can be imposed</p> <p>Loss of privileges, such as peer mediator/sports leader/school council roles, representing the school on a sports team</p> <p>Pupil is sent home for the duration of lunchtime for a fixed period</p> <p>Withdrawal from a school trip or organised school event</p> <p>Exclusion – fixed term or permanent</p>

Staff make clear to pupils what behaviours are being addressed, which consequence is being applied and why.

Interventions and consequences can be applied for pupils misbehaving outside of the school premises. If pupils are identified - whether in school uniform or not - demonstrating unacceptable Stage 3 behaviour off the school premises, witnessed by a member of staff or reported to the school, pupils can face the same consequences as laid out above.

This also applies when pupils are taking part in any school-organised or school-related activity; when travelling to or from school; or behaving in a way that poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

## **8. Restorative conversations**

Sometimes, situations involving challenging or poor behaviour can take a while to effectively resolve and improve, as they involve a range of factors, triggers and complex circumstances.

Restorative conversations are often the most effective way of addressing such situations as they help pupils to understand the impact of their behaviour on others. Restorative conversations help teach behaviour, respect and gratitude and provide an opportunity to examine what and where things went wrong. This approach supports pupils to reflect and learn for next time.

## **9. Working with parents**

A positive collaboration between home and school is crucial to providing the best support for pupils.

Staff will endeavor to keep parents well informed about their child's behaviour at school. We welcome and encourage any information from home that might help explain or better understand a pupil's behaviour at school, including any changes or concerns. Usually, this is achieved through informal conversations, either in person or via phone.

Sometimes, when a pupil's behaviour is giving a more significant cause for concern, more formal meetings are necessary, involving the class teacher and other adults involved in the teaching and support of that pupil.

All meetings should be supportive and focused on finding solutions, making improvements and meeting the needs of the child.

## **10. Monitoring arrangements**

This policy is reviewed by the Headteacher with the support and input of the Senior Leadership Team every two years.

At every review, the policy will be shared with the governing board.

This policy is shared and communicated effectively across the school community

## **11. Legislation and guidance**

This policy meets the DfE requirements of governing bodies of maintained schools of their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This policy meets the requirements of the DfE advice in [‘Behaviour and discipline in schools,’ 2016](#)

## **12. Links with other policies**

This policy is linked to the following policies:

- Child Protection
- Safe to Learn
- Equalities statement
- SEND information report
- eSafeguarding
- Staff code of conduct

## **13. Acknowledgements:**

Paul Dix - When the adults change, everything changes

EEF - ‘Improving Behaviour in Schools

Heather Geddes – Attachment in the Classroom

Hywel Roberts – Oops! Helping children learn accidentally

Bill Rogers – The Language of Encouragement in the Classroom; An Introduction to an inclusive framework model for behaviour leadership, management and discipline.

Families Feeling Safe - Protective Behaviours

# The Bowmansgreen Behaviour Blueprint

School Rules: **Be kind, be safe, be respectful**

School Values



Autumn 1 <b>Kindness</b>	Autumn 2 <b>Respect</b>	Spring 1 <b>Friendship</b>	Spring 2 <b>Courage and Determination</b>	Summer 1 <b>Truth and Honesty</b>	Summer 2 <b>Trust</b>
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Positive Recognition:  
Who has impressed me today?

**5 Pillars of Good Practice**

1. Consistency and calm
2. First attention for best conduct
3. Relentless routines
4. Scripting support
5. Restorative conversation

I choose my behaviour

Is a restorative conversation needed?

3 decisions at the heart of how I manage behaviour:

1. How will I behave?
2. What are the rules?
3. How will I respond to their behaviour?

When it gets challenging...

- ❖ Avoid the power play
- ❖ Try everything to break the cycle
- ❖ Be un-shockable
- ❖ Hide your anxiety

Consistency and certainty are key!

Which script should I use?

.....I noticed you are...  
Now I need you to.....  
You have chosen to...  
Sorry I have not made myself clear.....  
*That* is who I need to see today...  
I can see that you are cross..  
Thank you for listening.

Amygdala Alert!



**An emotional response will make things worse!**



## The Bowmansgreen Restorative Approach to Behaviour and Learning

At Bowmansgreen, we use a restorative approach to model, manage and improve behaviour and learning.

### What is a Restorative Approach?

This approach creates a positive learning environment and relationships. It creates a safe and secure environment where pupils can discuss their thoughts and feelings with adults and peers and develop the necessary skills to self-regulate their behaviour. In response to conflict, a restorative approach focuses on the harm that has been caused and the ways in which it can be repaired, to restore the relationship.

A restorative approach aims to:

- **Develop** emotional literacy, truth telling, accountability, responsibility
- **Improve** behaviour, attendance, relationships, learning environment

- **Increase** empathy, happiness, social and communication skills
- **Reduce** conflict, sanctions, bullying, exclusions

### How does a Restorative Approach benefit pupils?

A whole school, restorative approach challenges attitudes and beliefs - it is more than just a behaviour management tool.

The aim is to affect real change, above the need for blame and punishment. It offers an alternative way of thinking about and addressing discipline and behaviour that focuses on learning, not conflict.

### What are the key elements of a Restorative Approach?

- **Respect** for everyone, by listening to and valuing other opinions
- **Responsibility** for our own actions
- **Repair** harm by identifying what has gone wrong and possible solutions
- **Re-integration** through conflict resolution, reflection and support, ensuring that the behaviours are not repeated

### What is a Restorative Meeting?

This is a formal meeting that brings together those involved in a conflict. Restorative meetings take place once everyone has taken responsibility for their actions.

Everyone involved must help:

- **Discuss** what is happening
- **Listen** to others
- **Look** at who has been affected
- **Decide** how things can be put right
- **Find** a way forward

### When is a Restorative Meeting needed?

Restorative meetings are effective in resolving:

- Friendship issues
- Disruptive behaviour
- General conflict
- Bullying

### Why are Restorative Meetings effective?

They encourage truth by providing a safe environment to empower the wrongdoer to show remorse, put things right and change their behaviour so that it does not happen again.

### What is Restorative Language?

Restorative language is a tool to lead a restorative ethos at school. It is always calm, fair and respectful. Restorative language allows individuals to express their thoughts and feelings in a safe, supportive environment, ensuring that they are heard and valued.

### What are the characteristics of Restorative Language?

- **Open ended questions** - that require an answer
- **Fair** - giving everyone the opportunity to speak and be heard
- **Respectful** - to all involved
- **Non-judgemental** - not pre-judging the outcome before conversations take place
- **Enquiring** – never assuming you know what has happened
- **Shared vocabulary** – a shared language providing a fluent emotional vocabulary to facilitate emotional literacy
- **Restorative scripts** – to ensure consistency, that everyone is heard, and that the process is followed through to the end
- **Body language and tone of voice** – non-aggressive and non-confrontational

### What are Restorative Questions?

Restorative questions are used in response to specific incidents, giving everyone involved the opportunity to tell their side of the story. They focus on the actions, not the character of the person.

### How can parents and carers support a Restorative Approach?

Parents and carers have a responsibility to support their children and work in partnership with school, to help them to learn, progress and behave well at Bowmansgreen. Pupils must follow our Behaviour Policy and we expect parents and carers to reinforce the school rules and values that underpin this policy.

#### School Rules:

Be kind, Be safe, Be respectful

#### School Values:

Kindness Respect Friendship  
Courage and Determination  
Truth and Honesty Trust



### Examples of Restorative Questions

- What happened?
- How did you feel at the time?
- What were you thinking at the time?
- How are you feeling now?
- What else has been affected? How?
- Who else has been affected? How?
- What needs to be done to repair the harm?
- What could you do differently next time?
- How could you prevent this from happening next time?
- What would you do/think if this happened to you?
- How can we put this right?
- What other choice could you have made?
- What has been the hardest part/thing for you?
- What were you hoping would happen when you did this?
- What were you expecting when you said that?
- What have been your thoughts since then?

