

Behaviour Policy

Head Teacher: Miss S. Wright

Date Implemented: September 2025

Date of Review: September 2026 (reviewed)

Date of Next Review: September 2027

1. Introduction

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

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bowness Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

3. Aims

Through this policy we aim to:

- Create a culture of excellent behaviour for learning, life, and community.
- Set clear and consistent expectations understood by pupils, staff, and parents.

- Use a calm and consistent approach to managing behaviour.
- Encourage respect, kindness, empathy, and care for others.
- Promote responsibility, self-discipline, and awareness of consequences.
- Celebrate effort and achievement through praise and rewards.
- Build a positive, calm, and purposeful environment where everyone can thrive.
- Teach social and emotional skills, including sharing, listening, and expressing feelings appropriately.
- Support peaceful conflict resolution and effective group collaboration.
- Promote equal opportunities and a positive attitude towards differences.
- Encourage respect for property and good citizenship.
- Foster peer support and a sense of belonging across the school.
- Ensure all adults take responsibility for behaviour and follow up on issues.

4. Behaviour for Learning: The Bowness Way

Be Safe, Be Ready to Learn, Be Respectful and Be Resilient

At Bowness Primary School, four key principles guide children's behaviour: **Be Safe, Be Ready, Be Respectful, and Be Resilient**. Every child should feel safe and protected from discrimination, harassment, and victimisation, as outlined in the Equality Act 2010. They should come to school prepared to learn and strive to do their best each day. Children are expected to show respect to others and to the school environment, and to approach challenges with resilience, learning from setbacks and persevering in all they do.

Be Safe

- **Follow the rules** – We understand and follow school rules because they help keep everyone safe.
- **Walk safely** – We use *wonderful walking* in the school building and move in *legendary lines* to places like assembly.
- **Tell a trusted adult** – We speak to a teacher or trusted adult if we're worried about ourselves or someone else.
- **Talk about worries** – We know it's okay to share our feelings and that adults in school will listen and help.
- **Report child-on-child abuse** – We report any unkind or abusive words or actions. We know it will be taken seriously.
- **Be safe online** – We protect our personal information and stay safe when using the internet at school and at home.
- **Be safe outside school** – We let our parents know where we are and follow safety rules to protect ourselves in the community.
- **Make safe choices** – We think carefully about our actions to keep ourselves and others safe at all times.

Be Ready

- **Be here** – We come to school every day to make the most of our learning and reach our full potential.
- **Be on time** – We arrive promptly to school and lessons, ready to learn and build good habits for life.
- **Be proud** – We wear our uniform smartly and with pride, showing we belong to our school community.
- **Be prepared** – We bring the right equipment so we can start learning straight away.
- **Be involved** – We take part in lessons and all school opportunities, making the most of everything on offer.

Be Respectful

- **Listen carefully** – We listen to each other and show that we value what others have to say.
- **Follow instructions** – We follow adult instructions to help keep our school calm and focused.
- **Use good manners** – We speak kindly, say please and thank you, and treat everyone with courtesy.
- **Care for our community** – We are polite and respectful to everyone we meet, including on our way to and from school.
- **Care for our environment** – We keep our school clean and tidy by picking up litter and looking after shared spaces.

Be Resilient

- **Show perseverance** – We keep trying, even when things are difficult, and aim to thrive through challenges.
- **Learn from mistakes** – We understand that mistakes help us grow, and we use them as learning opportunities.
- **Adapt to change** – We face new situations with a positive attitude and are open to trying new things.

Responding to Good Behaviour

At Bowness Primary School, we believe in recognising and celebrating positive behaviour. When a pupil meets or exceeds our behaviour expectations, staff respond with praise and rewards that reinforce our school's values and culture. This consistent and fair approach helps embed *The Bowness Way* into everyday school life and encourages all pupils to make positive choices.

Positive behaviour is recognised and rewarded in the following ways:

- **Verbal praise** – Staff give public praise in class or around school to acknowledge positive behaviour and effort.
- **Communication with parents** – Praise is shared with parents and carers through face-to-face conversations, phone calls, or written messages such as postcards.

- **Celebration assemblies** – Pupils may receive certificates such as *The Bowness Way* award or *Star of the Week* in our weekly celebration assembly.
- **Positions of responsibility** – Pupils who consistently demonstrate positive behaviour may be given roles such as Head Pupils, class monitors, or lunchtime helpers.
- **Star of the Day** – Each day, children who are regularly recognised for showing *The Bowness Way* are added to the classroom star board. One child is selected as *Star of the Day* and receives a certificate and sticker.
- **House point tokens** – Pupils earn tokens in their team colour when they achieve something significant or demonstrate the values of *The Bowness Way*.

Responding to Behaviour: Boundaries and Support

At Bowness Primary School, we are committed to maintaining a calm, safe, and respectful learning environment. When a pupil's behaviour falls below the expected standard, staff respond promptly and appropriately to restore order and prevent recurrence. Responses are consistent, fair, and proportionate, helping pupils understand that misbehaviour will always be addressed.

Staff follow a stepped boundaries approach to ensure clarity and predictability in behaviour management. This helps pupils understand the consequences of their actions and supports them in making better choices.

The stepped boundaries are:

1. **Reminder** – A gentle reminder of the expected behaviour, referring to *The Bowness Way*.
2. **Warning** – A clear warning that continued behaviour will lead to a consequence.
3. **Name on the Bowness Way board** – The pupil's name is added to the classroom board as a visual reminder to make the right choices and reflect on their behaviour.
4. **Reflection** – The pupil spends time reflecting on their behaviour, often during break or lunchtime.
5. **Follow-Up** – A conversation with a member of staff or the Senior Leadership Team to discuss the behaviour and next steps.
6. **Communication Home** – Parents or carers are informed via phone call or other communication.
7. **Further Sanctions** – If behaviour continues or is serious, further actions may be taken, including removal from class, suspension, or in extreme cases, permanent exclusion.

Staff may also use de-escalation techniques, such as pre-agreed scripts and calming strategies, to prevent escalation and support positive outcomes. All pupils are treated equitably, with consideration given to any underlying factors that may have contributed to the behaviour.

Personal circumstances of the pupil will always be taken into account when choosing sanctions, with decisions made on a case-by-case basis while maintaining fairness and consistency across the school. We also recognise that for some children, whether due to their developmental level or an identified need, meeting our behaviour expectations may be especially challenging. In such cases, pupils will have access to

bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards designed to reinforce positive behaviour and support their individual needs.

As part of our supportive approach, staff encourage pupils to use the **Zones of Regulation** framework to recognise and communicate how they are feeling. Pupils are guided to identify their current “zone” and use strategies to return to a calm, ready-to-learn state. This helps them build self-awareness and self-regulation, reducing the likelihood of repeated misbehaviour.

When applying sanctions, staff will also consider what support can be offered to help the pupil meet behaviour expectations in the future. This may include pastoral support, mentoring, use of the Zones of Regulation, or adjustments to provision.

Incidents of violence towards staff are taken very seriously. Staff should always seek support when needed and follow the stepped boundaries process to ensure safety and consistency.

Relentless Routines

We recognise that clear structures and predictable outcomes have the greatest impact on behaviour. Our school's principles for behaviour set out the rules, core values, relentless routines, and visible consistencies that all children and staff follow. This approach is based on the work of Paul Dix in *When the Adults Change, Everything Changes*.

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

- Pupils and adults are expected to demonstrate pride in their appearance. Pupils and staff will adhere to agreed dress codes and ensure they are well presented before walking to assembly, for example. Pupils will also be expected to demonstrate **Wonderful Walking** and **Legendary Lines** when moving around school.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as **“Eyes on me.”** Pupils are taught to stop what they are doing, turn to face the adult, and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- All staff will greet pupils positively at the door at the start of the day and after transitions. This creates a welcoming atmosphere, sets a calm and purposeful tone, and strengthens relationships between staff and pupils.
- House points are awarded consistently across the school to reinforce **The Bowness Way**. Staff will ensure that house points are given fairly and with clear reference to the school's values, so pupils understand the link between positive behaviour and reward.

Our Behaviour Pathway

Our School Rules 'The Bowness Way'	Our Core Values	Visible Adult Consistencies	Above and Beyond Recognition
Be Safe Be Ready Be Resilient Be Respectful	Confident Communicators Healthy Heroes Global Citizens Future Ready Creative Minds	Daily meet and greet Calm, consistent and fair First attention to best conduct – catching children doing the right thing	Star of the week certificate 'The Bowness Way' certificate Sharing good news – postcards and phone calls Star of the Day House Point Tokens
Relentless Routines			
Eyes on me	Legendary Lines	Wonderful Walking	
	Children's names are written at the top of the Bowness board for consistently displaying qualities of 'The Bowness Way'. They receive a house point and are in with a chance of being 'star of the day'. Certificate to go home.		
Expectations for Learning – Stepped Boundaries			
Gentle approach, say the child's name and deliver a message			
Verbal reminder			
1	Write the child's name on the board as a reminder		
2	Put a tick in this column – Child to miss 5 minutes of play		
3	Put a tick in this column – child to miss all of play time		
4	Put a tick in this column – child to miss lunch time (reflection sheet, phone call home, cpoms log)		
5	Put a tick in this column – removal from the classroom, learning to be completed with a member of SLT (cpoms, phone call home)		
Once consequence has taken place, child's name/ticks are removed for a fresh start.			
Should the behaviours displayed be extreme and deemed unsafe, staff should call for a member of the Senior Leadership Team.			
1. Parents will be contacted and asked to come into school 2. Short fixed term suspension 3. Longer fixed term suspension 4. Permanent exclusion			

KS1/KS2

The Bowness Way				
				
1	2	3	4	5

Early Years

	
The Bowness Way  Safe Ready Respectful Resilient 	
	

Serious Sanctions

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team or a specified teacher, and will be removed for a maximum of one day. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Early Help Meetings
- Use of teaching assistants
- Short term behaviour logs
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Suspensions and Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Head Teacher and only as a last resort. Please refer to our exclusions policy for more information.

Roles and Responsibilities

The Governing Board are responsible for:

- Reviewing the behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

The Head Teacher is responsible for:

- Reviewing the behaviour policy in conjunction with the governing board
- Ensuring that the school environment encourages positive behaviour
- Ensuring staff promote positive behaviour and deal effectively with poor behaviour in line with the behaviour policy
- Support staff in effectively implementing the behaviour policy and hold them to account
- Provide new staff with a clear induction into the school's behaviour culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both support and sanctions where necessary
- Ensuring the behaviour data analysis is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by the policy

The staff are responsible for:

- Creating a calm and safe environment for children
- Meet and greet children daily as they enter the school/classroom
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Modelling expected behaviour and building positive relationships – pay first attention to the best conduct
- Communicating the schools expectations, rules, core values and standards through teaching behaviour and in every interaction with pupils – calmly, consistently and fairly
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly
- Challenging pupils to meet the schools expectations

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

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

The SLT will support staff in responding to behaviour incidents.

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Parents and Carers, where possible, should:

- Become familiar with the schools behaviour policy
- Support their child in adhering to the school's behaviour policy
- Discuss any behavioural changes with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils with Special Educational Needs and/or Disabilities:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific

circumstances and requirements of the pupil concerned. Our approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Personalised timetables with short intervals of learning, followed by movement breaks
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory circuits or zones of regulation activities) where pupils can regulate their emotions during a moment of sensory overload

Use of Reasonable Force

At Bowness Primary School, the safety and well-being of all pupils and staff are paramount. There are circumstances when it is appropriate for staff to use reasonable force to maintain a safe and orderly environment.

Definition and Purpose:

Reasonable force refers to the minimum degree of physical contact necessary to prevent a pupil from:

- Committing an offence
- Causing injury to themselves or others
- Damaging property
- Maintaining good order and discipline within the school or during school activities

Authority to Use Reasonable Force:

- All school staff have the legal power to use reasonable force when necessary.
- This power extends to situations on school premises and during authorised activities off-site, such as school trips.

Guidance on Use:

- The force used must be proportionate to the circumstances and no more than necessary.
- Staff should consider any individual vulnerabilities, including SEND, mental health needs, or medical conditions, before using force.
- Reasonable force may also be used when conducting searches for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, or pornographic images if there is reasonable suspicion.
- Force may not be used to search for other items banned under school rules.

Training and Support:

- Staff receive appropriate training to manage behaviour safely and effectively.
- The school leadership team supports staff in the use of reasonable force and ensures all incidents are recorded and reviewed.

Recording and Reporting:

- All incidents involving the use of reasonable force must be documented promptly, detailing the circumstances, actions taken, and outcomes.
- Parents/carers will be informed of any significant incidents involving reasonable force.

Bowness Primary School is committed to ensuring that reasonable force is only used when absolutely necessary and in a way that respects the dignity and rights of every pupil.

Pupil Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. An induction meeting with parents of all new starters outlines the school behaviour policy and expectations.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Mobile Phones

Our approach to pupils bringing their mobile phones into school

- Pupils who walk to and from school without an adult may carry a mobile phone for safety. In these cases, children may bring a mobile phone to school.
- When a child needs to bring a phone into school, the phone must be switched off and given to the class teacher upon entering school. Phones will be secured in a locked cupboard throughout the day. The child will be given their phone when leaving the school building at the end of the day.
- Pupils are not allowed to bring mobile phones into any other area of the school.
- Any mobile phones discovered to have been brought into the school and not handed in to the class teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office.
- Pupils are not allowed to take mobile phones on any school trips.
- Pupils who attend a club after school must not switch their phone on until they leave the school building.
- If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, parents or carers will be asked to collect the phone from a member of the senior leadership team. In circumstances where there is a suspicion that the material on the mobile phone may provide evidence relating to a criminal offence the phone will be handed over to the school's safeguarding lead or to the head teacher for further investigation.
- Pupils are not allowed to wear smart watches
- All phones brought to school are done so at the owners risk and school is not liable for any loss or damage.
- Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.

Sanctions for inappropriate use of mobile phone:

- Pupils are not permitted to use their phones whilst on the school site and, if a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and the pupil will receive a consequence in line with the school's behaviour policy
- Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be allowed to bring a phone into school.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Upskirting

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- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Child on child abuse – 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

Bullying can include:

<u>Type of Bullying</u>	<u>Definition</u>
Emotional	Being unfriendly, tormenting, excluding
Physical	Hitting, kicking, pushing, using violence, taking someone else's belongings
Prejudice-based including: Racial Faith – based Gendered (sexist) Homophobic/biphobic Transphobic Disability - based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy available on our website.

Monitoring and Evaluation

The School's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

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