



# **Bowden House School & Bowden Primary School**

## **Behaviour in Schools Policy**

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Agreed: Autumn Term 2022

Signed: \_\_\_\_\_  
Wendy Phillips (Chair of Governors)

Dated: November 2022

Review date: Autumn Term 2023

## Statement of intent

Bowden House and Bowden Primary Schools believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Both schools are committed to:

- promoting desired behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- praising and rewarding good behaviour
- challenging and responding to poor behaviour
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- encouraging positive relationships with parents/carers
- developing positive relationships with pupils/students
- a shared approach which involves pupils/students in the implementation of the schools' policy and procedures
- promoting a culture of praise and encouragement in which all pupils/students can achieve.

Reasonable and proportionate sanctions will be used where a pupil/student's behaviour falls below the standard that is expected, alongside support to prevent recurring poor behaviour.

Bowden House & Bowden Primary Schools are special schools where a whole school approach helps to address behavioural issues related to social, emotional or mental health (SEMH). Both schools aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils/students are taught to be resilient. They aim to promote resilience as part of a whole school approach using the following methods:

- **culture, ethos and environment** – the health and wellbeing of pupils/students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **teaching** – the curriculum is used to develop pupils/students' knowledge about health and wellbeing
- **community engagement** – the schools will proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils/students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupils/student's mental health, behaviour and education. All students of Bowden House and pupils of Bowden Primary School are considered vulnerable. The appropriate support is detailed in their Education, Health & Care Plans (EHCPs).

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff
- DfE (2022) 'Keeping Children Safe in Education, 2022
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- NMS (2022) for residential, special schools
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation : advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil/Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedure Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Guidance for parents/carers on exclusions
- Child-on-child abuse Policy
- Safeguarding & the Protection of Children Policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Policy

## **2. Roles and responsibilities**

### **The Governing Body has overall responsibility for:**

- making a statement of behaviour principles which provide guidance for all school staff on promoting good behaviour
- ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- handling complaints regarding this policy, as outlined in the school's Complaints Policy
- ensuring this policy is published on the school's website

### **The Executive Headteacher and Head of School are responsible for:**

- the monitoring and implementation of this policy and of the behaviour procedures of both schools
- acting in accordance with the statement of behaviour principles made by the Governing Body
- establishing high expectations of pupils/students' conduct and behaviour and implementing measures to achieve this
- determining a range of sanctions to address poor behaviour
- publicising this policy and making it available to staff, parents/carers with information for students included in the Student Handbook
- reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing SEMH related issues that can drive disruptive behaviour

### **Education staff are responsible for:**

- setting high expectations for every pupil/student
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil/student achieving their full potential
- being responsible and accountable for the progress and development of the pupils/students in their class
- teaching and modelling expected behaviour and positive relationships
- being accountable and responsible for the progress and development of the pupils/students in their class

- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour

**All members of staff are responsible for:**

- promoting a supportive and high-quality learning and pastoral environment and for modelling high levels of behaviour

**Pupils/students will be responsible for:**

- their own behaviour both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff

**Parents/carers will be responsible for:**

- ensuring that there is regular school attendance
- supporting their child in adhering to the school rules and reinforcing them at home
- informing the school of any changes in circumstances which may affect their child's behaviour

**Definitions**

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to him/herself or others, damage to property or damage to the reputation of the school within the wider community and/or any illegal behaviour. This will include but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- possession of legal or illegal drugs, alcohol or tobacco
- possession of banned items
- truancy and running away from school
- refusing to comply with disciplinary sanctions
- theft
- verbal abuse, including swearing, racist remarks or threatening language
- fighting or aggression

- persistent disruptive behaviour
- extreme behaviour such as violence and serious vandalism
- any behaviour that threatens safety or presents a serious danger
- any behaviour that seriously inhibits the learning of others

“Challenging behaviour” includes:

- discriminative abuse
- verbal abuse
- bullying
- any behaviour that threatens the safety or presents a serious danger to others
- any behaviour that seriously inhibits the learning of other pupils/students.

For the purposes of this policy, ‘low level unacceptable behaviour’ is defined as any behaviour which may disrupt his/her own education and/or other pupils/students including but not limited to:

- late arrival for a lesson
- low level disruption in class
- failure to complete classwork
- rudeness
- refusing to complete work in make-up time
- disruption on school transport
- use of mobile phones outside the permitted times

### **3. Staff Induction, development and support**

All new staff will be inducted clearly into the schools’ behaviour culture to ensure they understand the rules and routines and how best to support all pupils/students to participate in creating the culture of the school. All new staff will receive Team-Teach training so that they can effectively and confidently manage challenging behaviour

All staff receive basic and advanced Team-Teach refresher training on an annual basis. Bowden House School also benefits from regular reflective practice as a whole staff team and each half-term with the Team-Teach Instructor.

All staff have a dedicated Line Manager to assist with CPD, good practice and well-being support.

### **4. Managing behaviour**

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. Effective classroom management contributes to preventing behaviour problems and include:

- classroom rules

- routines
- praise
- rewards

#### Classroom rules

- 4.1. education staff ensure that classroom rules are always clear, comprehensive and fair

#### Routines

- 4.2. education staff ensure that routine remains consistent to create a more productive and enjoyable environment whilst mindful that that there will be unavoidable changes

#### Praise

- 4.3. both schools recognise that praise is key to making pupils/students feel valued and ensuring that their work and efforts are celebrated

#### Rewards

- 4.4. both schools understand that for rewards to be effective, recognition needs to be:

- **immediate** – immediately rewarded following good behaviour
- **consistent** – consistently rewarded to maintain the behaviour
- **achievable** – keeping rewards achievable to maintain attention and motivation
- **fair** – making sure all students are rewarded fairly

Bowden House School has adopted a 'Rewards for Attitude' programme called 'E-praise' that aims to support students in developing an attitude to learning that promotes and develops an holistic set of attributes, all of which are designed to support their progress and personal development.

These attributes fall into 8 categories and are displayed in every classroom as reference for both education staff and students

Students can gain up to 8 points per lesson which are loaded onto the E praise system during the plenary of each lesson. It is the responsibility of the Lead Teacher to ensure there are opportunities for students to obtain all 8 points during a lesson. Points obtained are automatically accumulated on the system and students can actively see their daily, accumulated points during mentor time.



# Bowden House Attitude to Learning



Listened to directions from my teacher without interrupting (**Listen**)



Clear effort in presentation of work/kit (**Presentation**)



Shown focus when completing my work avoiding distractions (**Focus**)



Contributed during lesson by acting on any feedback given (**Feedback**)



Tried hard, even when things became more difficult (**Resilience**)



Not used foul or inappropriate language (**Polite**)



Responded to other students appropriately (**Kind**)



Made progress towards my learning outcome (**Progress**)

## We not Me points

Bowden House School has also adopted a strategy to help promote collaboration and community support, 'We not Me' became our school motto in 2019.

Consequently students are encouraged to earn We not Me points both during lessons and at any point during the school's 24 hour curriculum. The system works via a process called **L.E.T.S:**



During lesson time students can earn up to two We not Me points for any of the above supportive processes taking place. In care time, students can earn up to two We not Me points per evening for similar behaviours. Students spend their We not Me points every Friday with their mentor by selecting a charity from a specified list on E praise, These points are converted to money and this is donated to the charity at the end of the year.

We not Me points are also recorded on BehaviourWatch in the form of a positive comment. These comments are read out in a weekly assembly as a form of praise and continued support of the We not Me message.

Other ways for students to earn points during curriculum time include:

**Mastered Sticker:** Students earn mastered stickers by completing a success indicator (SI) three times during a lesson. If they earn a sticker during a lesson, they obtain 1 E praise point.

**Superstar Sticker:** When students earn a particular percentage of a certain Stage not Age level, they earn a 'superstar' from the subject. If they earn a superstar sticker during a lesson, they obtain 50 E praise points

**Health Champion:** If students make responsible health choices during their time across education and care time, they can be awarded health champion points. Each health champion award is worth 1 E praise point

**Extra-Curricular Activity:** If students take part in various extra-curricular activities, they can earn attitude to learning points for their efforts. Each extra-curricular activity can earn a student up to 8 E praise points.

**Time - Table Bonus:** If students keep their timetable each day and hand it back to their mentor without loss, they can earn E praise points. Each - Time table bonus is worth 10 E praise points.

**Star of the Week:** At the end of every week, Lead Teachers will award a Star of the Week Certificate and these students will gain an additional 50 E praise points for that week. At the end of every half term the Star of the Week data will be filtered and every student who has received the award will be sent a letter of commendation. The letter will cite how many Star of the Week Certificates have been awarded, as well as the subject areas in which they have been given. This is recorded on BehaviourWatch.

**Spending points.** Students can spend their E praise points on various items in the E praise shop online. Students can convert their points for items online or they can buy experiences that they share with their mentor.

### **Book of Achievement**

Students will be recognised for exceptional achievement in all areas of school life including sports, expressive arts and academic subjects. This achievement will come in the form of an entry in the Book of Achievement and the student will earn an additional 100 E praise points. This is recorded on BehaviourWatch.

### **Reward Trips**

The students with the highest value of learning credits at the end of each term will have the first choice of a drop - down Wednesday reward trip which will only take place 3 times a year.

### **Group care time points**

During care time, students are encouraged to collaborate with each other and work together. Points are awarded each evening by care staff on a collective team basis and this is entered on BehaviourWatch each evening. Students are rewarded for their collaborative efforts both weekly and in the form of a house trophy at the end of each term in a celebration assembly. House points are provided as follows:

#### **House Points System**

1000 – outstanding feedback	100 – some green, some red
500 - all green feedback	50 – no green, some red
200 - mostly green feedback, no red feedback	0 – no green, mostly red
150 – some green, no red	

## E praise points accumulation

When students accumulate any points across education and care, they also count towards house points and tutor group totals. Celebration assemblies aim to reward both houses and tutor groups for their collective efforts. Trophies are awarded for both.

Bowden Primary School adopts the same principles of this policy but has a differentiated programme of rewards and sanctions:

# Bowden Primary Behaviour Policy Statement

## Rewards & Sanctions



At Bowden Primary School we follow the Golden Rules-

We listen

We are kind

We work hard

We look after property

We keep ourselves and others safe

Pupils have the opportunity to engage in 15 minutes of Golden Time at the end of each session (morning and afternoon.) They can choose the activity or game for their Golden Time from a predetermined list at the start of the session. Minutes of Golden Time can be taken away throughout the session for failure to follow the Golden Rules. A reminder of the rule will be given before a minute is taken away. Five minutes of Golden Time is safeguarded for each session so pupils cannot lose more than 10 minutes of Golden Time per session. For each minute they have lost, pupils have to 'sit out' with a sand timer at the start of Golden Time.

In parallel with the Golden Time reward, we use an online reward system- Class Dojo. At the end of each lesson, pupils engage in reflection with their class teacher, who will award them one point for each Golden Rule they have followed. An extra point can be awarded for outstanding work or other outstanding achievement at the discretion of the teacher. Pupils will also earn an extra point for keeping all their Golden Time at the end of the morning or at the end of the afternoon and they will earn 5 additional points on a Friday for a full week's attendance. Pupils may also lose a point if they damage property, engage in unsafe behaviours or hurt others. Pupils can use their points

to 'buy' privileges. A list of these privileges and their worth in points is displayed in the classroom. The list may be updated to reflect current pupils' interests.

When pupils demonstrate co-operation skills, they can earn a 'We Not Me' point collectively. When they reach certain thresholds, they earn a privilege as a group. The privileges and number of points needed to earn them, are displayed in the classroom.

## **5. Prevention strategies, interventions and sanctions for unacceptable behaviour**

Positive staff-pupil/student relationships are key to combatting challenging behaviour. Bowden House School and Bowden Primary School focus heavily on forming these relationships to allow all staff to understand the pupils/students and create a strong foundation from which behavioural change can take place.

All staff apply strategies to establish positive relationships with their pupils/students which contribute to the school's behaviour curriculum – these include:

- welcoming pupils/students as they enter the classroom
- ensuring pupils/students understand what is expected of them
- creating a positive environment where every pupil/student feels comfortable and respected
- showing an interest in each pupil/student's interests, talents, goals, likes and dislikes and their family
- engaging with pupils/students during lunchtime and breaktime
- focussing on using positive language when interacting with pupils/students to guide them towards positive outcomes rather than highlighting their mistakes.

Bowden House School and Bowden Primary School strive to build self-esteem and increase the awareness of their pupils/students to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

The aim of the staff of both schools is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of her/himself, other pupils/students, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate. The aim is to limit the damage to those concerned and enable the pupil/student to recognise the possible need for reasonable force and how he/she will be supported in acknowledging their anger; how this affects others and the strategies that will be put in place to help them manage their negative behaviour.

Schools can use reasonable force to:

- remove a disruptive pupil/student from the classroom or an activity outside of the school day, where they have refused to follow an instruction

- prevent a pupil/student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil/student from attacking a member of staff or another pupil/student or to stop a fight
- restrain a pupil/student at risk of harming themselves.

#### **The purpose of Permissible Forms of Restraint is:**

- to restrain the pupil/student who has lost self-control and hold him/her until anger passes and self-control is regained
- to alleviate the significant risk that pupils/students are exposing themselves and/or others to by being 'out of control'
- to demonstrate to the pupil/student that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

#### **Physical Interventions**

The staff of Bowden House School and Bowden Primary School are trained in the Team Teach method of Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Both staff teams are aware that any reasonable force is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes an annual refresher course for basic Team Teach/Positive Handling; an annual refresher course in Advanced Team Teach/Positive Handling and half-termly review sessions for both the Education and Care staff teams with the Team Teach Instructor. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

#### **Sanctions**

Whenever there is a need for a consequence to any given situation either within the school setting or beyond the school gate, it is vital that the sanction is:

- understandable to the pupil/student concerned
- directly related to the incident
- individualised – there should not be a prescribed tariff of offences and sanctions
- as close to the episode as possible
- seen to be fair.

#### **Examples of acceptable sanctions include:**

- the temporary restriction or withdrawal of privileges such as leisure activities
- mediation
- meeting with SLT
- loss of points
- make-up time
- close supervision at break times
- IT, vehicle, sports equipment ban
- internal exclusion
- fixed term exclusion
- permanent exclusion

No consequences should involve or lead to, the humiliation of a pupil/student and staff should ensure that they are able to retrieve dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the pupil/student. Details of the incident and the sanction is recorded on BehaviourWatch.

## **6. Sexual abuse and discrimination**

Both schools will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The schools' procedures for handling child-on-child abuse and discrimination are detailed in the [Child-on-child Abuse Policy](#).

Both schools will respond promptly and appropriately to any sexual harassment complaints in line with the [Safeguarding & Protection of Children Policy](#) and appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based upon the nature of the case, the ages of those involved and any previous, related incidents.

## **7. Smoking and controlled substances**

Bowden House School and Bowden Primary School are non-smoking schools.

In accordance with the Health Act 2006, both schools instruct parents/carers/ visitors and staff not to smoke on school grounds. Students are not permitted to bring smoking materials to school.

The schools also have a zero-tolerance on illegal drugs, legal highs and other controlled substances. Where incidents with pupils/students related to controlled substances occur, both schools will follow the procedures outlined in the Drug & Alcohol Policy and the Safeguarding & Protection of Children Policy.

## **8. Prohibited items, searching pupils/students and confiscation**

The Executive Headteacher and Head of School and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- knives
- weapons
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any articles that have been used, or could be used, to commit an offence or harm
- e-cigarettes and vapes

- lighters
- aerosols

(see also the school's [Searching, Screening & Confiscation Policy](#))

## 9. Data collection and behaviour evaluation

### Standard 3 (NMS 2022) – Monitoring by independent visitor

As a residential school, Bowden House School is subject to monitoring visits each half-term using the data from the school's BehaviourWatch system.

The representative records details such as school attendance; safeguarding; sanctions; positive handling incidents (including Front Ground Recovery); patterns of behaviour/repeat behaviours and the staff/students involved; the physical appearance of the school & residential buildings as well as comments from staff and students.

The Inspection Report is completed and forwarded to the Head of Student Welfare requesting responses to the Observations & Recommendations. The full report is circulated to the school's SLT and the Governing Body.

## 10. Monitoring and Review

This policy will be reviewed by the Senior Leadership Team and the school's Governing Body on an annual basis. They will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and posted onto the school's website

The next scheduled review date for this policy is **October 2023**



