

# Positive Behaviour Policy



	Name	Date
Prepared by:	Jo Auvache	September 2024
Approved by:		
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# De Bohun Primary School & Children's Centre

## 1.0 AIMS AND OBJECTIVES

### The De Bohun Way

At De Bohun we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. The primary aim of our behaviour policy is to promote good relationships so that everyone can work together to support learning through a positive behaviour management approach. This approach provides **a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn**. We speak calmly and respectfully to the children, modelling how we would like them to speak with us and others.

The Behaviour Policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

## 2.0 THE BEHAVIOUR CODE

Outstanding behaviour at De Bohun is learnt through following the **De Bohun Way**. Our behaviour code is based upon 5 key areas:

- Remembering to keep the **De Bohun Way** (Appendix A)
- Adhering to the '**De Bohun Way** Chart' (Appendix B)
- Awarding ticks and merits for good behaviour for learning (Appendix C)
- Adopting the Learning to Learn skills (Appendix D)
- Embedding core British Values (Appendix E)

This behaviour policy sets out rules and responsibilities to ensure this behaviour code can be achieved by everyone. Good behaviour is rewarded by receiving ticks and merits. The De Bohun Way also applies to playtimes and lunchtime.

We understand the children with a Special Educational Need or Disability on roll in our High Needs Autism unit may find adhering to the behaviour code challenging. We still have high expectations of behaviour from all children on roll in the unit, however, the children follow slightly different behaviour guidelines (Appendix F)

Further appendices:

G: Playground rules

H: Wet play rules

I: Bullying definitions

J: Glossary

## 3.0 STAFF RESPONSIBILITY

It is the responsibility of all staff to:

- Treat children and adults fairly, with respect and understanding.
- Follow the school behaviour policy – The **De Bohun Way** and 'Talk the Rules' (We use the common language of the De Bohun Way Rules when talking with the children).
- Have high expectations of the children with regard to behaviour.
- Model positive behaviour - only use raised voices when children are in immediate danger.
- Ensure that school rules are enforced at all times
- Understand that children's behaviour may be a sign that they are suffering harm or that they may have been traumatised by abuse or other experiences
- To promote emotional health and well-being and help pupils to understand their feelings.
- Oversee the safe use of technology and take action immediately if they are concerned about bullying or a child's well being
- Provide opportunities for the promotion of the Learning to Learn skills and core British values
- Work together with pupils and their parents in reviewing their behaviour
- Keep clear records of pupil progress
- Record and pass on records of serious incidents or concerns to the Senior Leadership team (SLT)
- Keep up to date records of communication with parents and with other agencies.
- Follow the policy for the use of reasonable force and restraint guidance and to have appropriate training if appropriate.

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- Follow the behaviour policy on school trips and sports activities.
- Follow the behaviour policy in breakfast club and after school clubs.
- Help other members of staff to support the implementation of the Behaviour Policy.

## 4.0 THE HEADTEACHER

It is the responsibility of the Headteacher to:

- Ensure that the school follows The **De Bohun Way**
- Ensure the health, safety and welfare and learning of all children in school.
- Report to the Governors any exclusions, racial incidents and incidents of bullying.
- Give fixed term exclusions to individual children in line with the behaviour code. The Headteacher may permanently exclude a pupil for repeated or very serious acts of anti-social behaviour. The Headteacher will notify the governing body of such actions.
- Ensure that pupils complete assigned work if they are excluded.

## 5.0 PUPILS' RESPONSIBILITY

It is the responsibility of pupils to:

- Remember to keep the **De Bohun Way**
- Treat other people with respect
- Adopt the Learning to Learn skills
- Follow core British Values
- To take responsibility for their actions
- Earn ticks and merits
- Communicate their views and concerns to staff and parents
- Be involved in target setting when appropriate

## 6.0 PARENTS' RESPONSIBILITY

It is the responsibility of parents to:

- Familiarise themselves with the **De Bohun Way**
- Treat other people with respect
- To be actively involved in reviewing their child's progress by attending parent meetings
- Familiarise themselves with school procedures, rules and consequences.
- Ensure their child attends school punctually every day
- Inform staff about any circumstance or changes of circumstance that could affect their child's behaviour.
- Implement the Home School Agreement

## 7.0 GOVERNORS' RESPONSIBILITY

It is the responsibility of the Governing Body to:

- Familiarise themselves with the **De Bohun Way**
- Make a positive contribution to the development and monitoring of the behaviour policy.
- Set down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness
- Support the head teacher in carrying out these guidelines
- Be informed of any exclusions, racial incidents and incidents of bullying (See Appendix H) and to be satisfied that all measures are lawful.
- To review a written statement of general principles guided by the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. Before quality assuring the statement, the Governing Body will consult Head teacher, staff, pupils, and parents.
- Provide pastoral care for school staff accused of misconduct; and
- Consider when a multi- agency assessment should be considered for pupils who display continuous disruptive behaviour.
- To present Platinum Merit certificates and badges in Golden Assembly.

**The De Bohun Way**

**We follow instructions**

**We listen and speak respectfully**

**We work hard and try our best**

**We keep our hands and feet to ourselves**

**We respect people and property**

**The De Bohun Way for EYFS and the  
Provision for Complex Needs**

**Kind actions**

**Kind words**

**Good listening**

**Wording in the provision for complex needs: kind hands, kind  
feet, kind words etc**

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## APPENDIX B

### 'Following the De Bohun Way'

Green	Yellow	Amber	Orange	Red
<b>Excellent behaviour for learning</b>	<b>Unacceptable behaviour dealt with by any adult in school</b>	<b>Class teacher/Partner Class Teacher/Well-being Lead</b>	<b>Assistant Head Teacher</b>	<b>Head of School</b>
<b>Where am I?</b> I am following the De Bohun Way	<b>Where am I?</b> I am not following the De Bohun Way	<b>Where am I?</b> I am continuing to not follow the De Bohun Way	<b>Where am I?</b> I am still finding it difficult to follow the De Bohun Way	<b>Where am I?</b> I need more support to follow the De Bohun Way
<b>I am a fantastic role model for others</b>	<b>I am at Warning Level 1</b>	<b>I am at Warning Level 2</b>	<b>I am at Warning Level 3</b>	<b>I am at Warning Level 4</b>
<ul style="list-style-type: none"> <li>We follow instructions</li> <li>We listen and speak respectfully</li> <li>We work hard and try our best</li> <li>We keep our hands and feet to ourselves</li> <li>We respect people and property</li> </ul>	<ol style="list-style-type: none"> <li>Respectful reminders to stay following the De Bohun Way (1<sup>st</sup> and 2<sup>nd</sup> warnings)</li> <li>3<sup>rd</sup> warning results in 1<sup>st</sup> Yellow Reflection</li> <li>Repeat until <b>3</b> Yellow reflections completed in one week</li> <li>Refer to Partner class teacher/Well-being Lead</li> </ol>	<ol style="list-style-type: none"> <li>Amber reflection form to completed with adult and Restorative Justice conversation or activity to take place. Adult to complete Amber Reflection form with the child.</li> <li>More than 2 Amber Reflections in one week <b>OR</b> Change in behaviour resulting in more frequent Yellow/Amber reflections <b>Refer to AHT/SENCo</b></li> </ol>	<p>More than 2 Amber Reflections in one week</p> <p><b>OR</b></p> <p>Change in behaviour resulting in more frequent Yellow reflections</p> <ul style="list-style-type: none"> <li>Physical violence</li> <li>Racism</li> <li>Homophobia</li> <li>Bullying</li> <li>Leaving the classroom or school without permission</li> <li>Defiant behaviour</li> <li>Putting myself or others at risk</li> </ul>	<p>Persistent behaviour at Warning Level 3</p> <ul style="list-style-type: none"> <li>Extreme physical violence</li> </ul> <p>More than one incident or persistent:</p> <ul style="list-style-type: none"> <li>Racism</li> <li>Homophobia</li> <li>Bullying</li> <li>Leaving the classroom or school without permission</li> <li>Defiant behaviour</li> <li>Putting myself or others at risk</li> </ul>
<b>Acknowledgement</b>	<b>Support/consequences</b>	<b>Support/consequences</b>	<b>Support/consequences</b>	<b>Support/consequences</b>
<p>Praise/acknowledge that pupil is following the De Bohun Way:</p> <ul style="list-style-type: none"> <li>Ticks and merits</li> <li>Celebration in assembly</li> <li>Certificates</li> <li>Postcard home</li> <li>Meeting or phone call with parents</li> <li>Stickers from SLT</li> </ul>	<p>Informal chat with pupil</p> <p>Respectful reminder to follow the De Bohun Way</p> <p>Redirection</p> <p><b>One 5W</b></p> <ul style="list-style-type: none"> <li>Time out in class</li> <li>Loss of 10 minutes of break time</li> <li>1:1 interview with teacher</li> </ul> <p><b>Next step:</b></p> <ul style="list-style-type: none"> <li>Respectful reminder to move back to Green.</li> </ul>	<p>Respectful reminder that behaviour has moved to Amber</p> <ul style="list-style-type: none"> <li>2 or more 5Ws</li> <li>Loss of proportion of lunch break (no more than 15 minutes)</li> <li>Removal to another setting for a fixed period</li> <li>Teacher to call parents to discuss supporting pupil's behaviour (may also be a face 2 face meeting)</li> <li>Home/school communication book set up</li> <li>Set small targets to support positive behaviour</li> </ul> <p>Please ensure that parents are called <b>before</b> the end of the day to inform them where necessary</p>	<ul style="list-style-type: none"> <li>AHT interview with pupil</li> <li>White warning letter</li> <li>Phone call/meeting with parents</li> <li>Increased support (AHT/Well-being lead)</li> <li>PSP/Risk assessment</li> <li>Internal exclusion considered</li> <li>Behaviour Support Service support school to support pupil</li> </ul>	<ul style="list-style-type: none"> <li>Interview with Head of School</li> <li>Formal meeting with parent/carer</li> <li>Internal exclusion</li> <li>Educational psychologist involvement</li> <li>Part time timetable (learnignprovided over Google Classroom for periods spent at home)</li> <li>Fixed term exclusion</li> <li>Permanant exclsion</li> </ul>

**Children who are finding it difficult to follow the De Bohun Way will receive a Reflection according to the chart above. This will be recorded on Arbor and tracked by the Behaviour Lead.**

### Merit Cards



Merits and ticks are part of our reward system to encourage pupils to utilize their full efforts in all areas of the curriculum and aspects of school life. They support the **De Bohun Way** by encouraging pupils to follow our rules.

Pupils can earn merits and ticks from any member of school staff in two ways:

- They can earn a whole merit for outstanding behaviour, behaviour for learning and learning outcomes or
- They can collect ticks to earn a whole merit.

Pupils will start at bronze level and continue to silver, gold and platinum. All classrooms from Reception to Y6 have the pupils' merit cards on display. Pupil names will move to the next level on the display board once their card is completed. Staff ensure that efforts are made that no child goes without having recognition of their achievements.

Completed merit cards are given to the Senior Leadership Team (SLT) and the children will receive a badge and a certificate in Golden Assembly. When a pupil completes their platinum merit card, a governor will present their badge and certificate in Golden Assembly in celebration of the pupil's outstanding achievement.

**De Bohun Learning to Learn Skills**

*We encourage children to:*

**Be Reflective**

**Build Effective Relationships**

**Be Resourceful**

**Be Risk Takers**

**Be Resilient**

**Be Responsible**



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## **Core British Values**

**The Rule of Law**

**Democracy**

**Individual Liberty**

**Mutual Respect**

**Tolerance of those with**

- **Different faiths**
- **Different beliefs**

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## APPENDIX F

### ASD Provision Behaviour

We understand that the children in our ASD provision have additional needs that might affect their behaviour. We have different behaviour expectations for the children in our ASD provision. We understand that children in Sunshine and Starlight class sometimes exhibit behaviours beyond their control. We recognise that sometimes children need time to self-regulate and need their own de-escalation strategies to regulate their emotions. We also follow the **De Bohun Way** by using the key phrases – Kind hands, Kind feet, Kind words to support the 3 school rules. This is accompanied by visual cards to support the child's understanding.

Supporting behaviour in the ASD provision follows the process below-

1. Two verbal warnings are given
  - First verbal warning - using visuals on the staff lanyards. All staff have the same visuals.
  - Second verbal warning –using the class happy/sad behaviour chart. The picture of the child is moved to the sad face by the adult with an explanation as to why
2. If the child continues the inappropriate behaviour, they are taken for thinking time. This happens in a quiet corner of the room or calm room. The adult remains with the child at all times and uses a timer to countdown to show the child how long they have remaining in time out. The thinking time area has a visual poster of the actions the child needs to do to show they are ready. If inappropriate behaviour continues in thinking time, the timer is paused until the child is ready to settle.
3. Once the timer is finished the adult tells the children finished – using the Makaton sign. The child is put back on the happy visual and re-joins the activity. If the child continues in inappropriate behaviour, the process starting with verbal warnings begins again.

We use a variety of ways to support the children with their behaviour, allowing them to stay calm and developing strategies to regulate themselves. To support the behaviour in the provision we use:

- Visuals
- Positive Behaviour plans
- Short, clear phrases
- Communication friendly environment
- Calm voice/tone
- Coming to the child's level – not standing over the child. Using the phrase 'eyes on me'
- Structured timetable
- Using specific strategies for individual children
- Reference to the visuals in the classroom and staff lanyards of the De Bohun way.

#### **Supporting documents.**

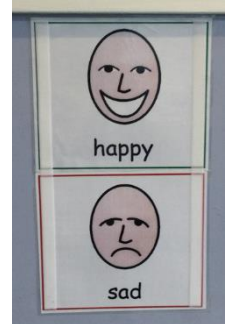
All children have an 'all about me' wallet on the classroom wall which provides information about the child's likes and dislikes. Each child also has a positive behaviour support plan (PBSP) which is stored in the 'all about me' wallet which allows any adult to learn about the strategies and ways to support the child. All behaviour is tracked in a behaviour log.

#### **Restraining**

Restraining a child is always a last resort. All our adults that work in the ARP and Provision are PRICE Trained (Protecting Rights in a Caring Environment). If PRICE handling techniques have been used to ensure safety of the child and others a handling form will be completed. Parents will be called to inform them their child has become overwhelmed and that PRICE handling techniques were used. The form is then discussed with the parent and copy is given to the parent. Children who are at higher risk of needing this intervention have a personalised risk assessment and positive handling plan in place. Staff involved in the incident then meet to reflect.

#### **De-escalation techniques**

Our approach to behaviour in Rainbow class is to do all possible to keep the children calm, despite the anxieties they might be feeling. We use a range of de-escalation techniques such as choices, timers, limited language (if necessary), checklists, visuals, reducing expectation of work, individualised timetables are used. Some children have specific strategies which is listed on their Risk Assessment



### ARP Behaviour

We have a high expectation of behaviour from all children at De Bohun, however, we understand that the children in Rainbow Class have additional needs that might affect their behaviour. We therefore operate with slightly different behaviour expectations for the children in our Additionally Resourced Provision. We understand that children in Rainbow class sometimes exhibit behaviours beyond their control. We recognize that sometimes children time to self-regulate and need to know their own de-escalation strategies regulate their emotions. We also follow the De Bohun way by using the key phrases – Kind hands, Kind feet, Kind words. This is accompanied by visual cards to support the child's understanding.

### **Reward System in Rainbow Class**

Children in Rainbow class have golden time daily and choose a reward at the start of each day during the morning circle time so they have a goal to work towards. They collect stars after each session to earn their reward  
The staff in Rainbow class are always prepared to reward the children with praise by using the traffic light system. If the children are beginning to show behaviour that is inappropriate, verbal warnings and visual chances using the traffic light system are used to allow the child to correct their behaviour

### **Unsettled behaviour**

If a child is becoming overwhelmed and extremely anxious, the child will be offered a space to calm with adults supporting them. This is the child's choice, often children choose our sensory room. If the child is still showing signs of unsettled behaviour, opportunities will be given to ensure the child has chances to calm with adults supporting the self-regulation process. During this time, if they have become violent, PRICE trained staff will intervene. If the child has hurt an adult or another child, the next day, the teacher will use the restorative justice book and address anything that may have happened.

### **Restraining**

Restraining a child is always a last resort. All our adults that work in the ARP and Provision are PRICE Trained (Protecting Rights in a Caring Environment). If PRICE handling techniques have been used to ensure safety of the child and others a handling form will be completed. Parents will be called to inform them their child has become overwhelmed and that PRICE handling techniques were used. The form is then discussed with the parent and copy is given to the parent. Children who are at higher risk of needing this intervention have a personalised risk assessment and positive handling plan in place. Staff involved in the incident then meet to reflect.

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## APPENDIX G

### The De Bohun Way - Playground Rules

Follow The De Bohun Way rules

#### Remember

- Stay outside unless you have permission from an adult
- You may only use balls and equipment supplied by the school.
- When the whistle is blown, be ready to follow instructions from adults

## APPENDIX H

### The De Bohun Way - Wet Play Rules

Follow The De Bohun Way rules

#### Remember

- You may only use play equipment provided by your teachers.
- You may use games from the wet play boxes in your own classroom.
- You may read and use drawing equipment provided by your teachers.
- You may not write on whiteboards, use the interactive whiteboard, ipads or use scissors and glue.
- Always pack away the games carefully after use and put them back into the wet play boxes
- Always listen to and follow the instructions of the adults and wet play monitors
  - Stay in your own class and remain seated.

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## APPENDIX I

Bullying can happen in any school. At De Bohun Primary School, it is rare.

### Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at De Bohun Primary School.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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

### Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. We have trained peer mentors to support pupils at break time.

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## APPENDIX J

### Glossary

**Exclusions**-An exclusion means that a pupil is not allowed to attend school or go on to school premises for a period of time or permanently.

**Fixed term exclusion**- will be for a fixed number of school days determined by the headteacher

**Permanent Exclusion**-means the headteacher believes that the school can no longer meet the needs of the child. The Headteacher believes that the child should not be allowed back at the school

**Verbal abuse**- Verbal abuse is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner.

**Unacceptable behaviour**- As referenced in appendix H

**Time out**- child is removed from the setting to another setting after being given a warning following unacceptable behaviour.

**Reflection forms**- As referenced in Append



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