

**BOW STREET  
SCHOOL**



# Bow Street Independent Special School

## Promoting Positive Behaviour Policy

**Approved by:**

Clare Harper &  
Cherri Felton

Date: October 2021

**Last reviewed on:**

October 2021

**Next review due by:**

October 2022

**This policy must be  
read in conjunction  
with:**

- Safeguarding Policy
- Equal Opportunities Policy
- SEND
- KCSIE 2021
- Working Together to Safeguard Children 2018
- Anti Bullying Policy
- Medical Needs Policy
- Anti – Bullying Policy

# Bow Street School Behaviour Policy

Contents	Page 1
Introduction	Page 2
Aims and Objectives	Page 3
Legislation and statutory requirements	Page 3-4
Definitions	Page 4-6
Roles and responsibilities	Page 6-7
A consistent approach to behaviour management	Page 8
Strong school leadership	Page 8-9
Rewards and sanctions	Page 10-12
Malicious allegations	Page 12
Classroom management and the teaching of good behaviour	Page 12-13
Staff development and support	Page 14
Pupil support system	Page 14
Liaison with parents and other agencies	Page 14
Managing pupil transition	Page 15
Organisation and facilities	Page 15
Serious incidents	Page 16
Use of reasonable force	Page 16
Powers to search	Page 17
Monitoring and evaluation	Page 17
Appendix 1: Written statement of behaviour principles	Page 18
Appendix 2: Bow Street School Code of Conduct	Page 19

## Introduction

We work on the assumption that all behaviour will be good in our school; parents, students and staff will be pulling in the same direction towards securing the student's success and happiness. We encourage positive behaviour by valuing everybody – staff, students and parents alike.

At Bow Street School we recognise that 'behaviour' does not exist in a vacuum, it's affected by factors such as environment, feelings, curriculum, expectations and the way in which pupils are approached. All behaviour carries meaning.

## Aims and Objectives:

- To ensure our School is a safe and happy learning environment for every member of the school community- students, staff and parents.
- To actively promote good behaviour, self-awareness and self-control in a climate of mutual respect.
- To ensure staff and students recognise and understand their rights and responsibilities and work with us to secure good behaviour and develop their social skills.
- To ensure that staff have a consistent approach in promoting positive behaviour.
- To ensure staff feel supported and confident as effective teachers.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

We have developed our whole school policy to promote positive behaviour in line with DfE guidance 'Behaviour and Discipline in Schools' (2016). Systems and processes are built around the key aspects outlined in DfE guidance.

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Rewards and sanctions
- 4) Classroom management
- 5) Teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate language
- Failure to follow reasonable request
- Failure to hand in personal belongings

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 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:

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

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

## Roles and responsibilities

### The Proprietor

The proprietor is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The proprietor will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the proprietor Cherri Felton, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

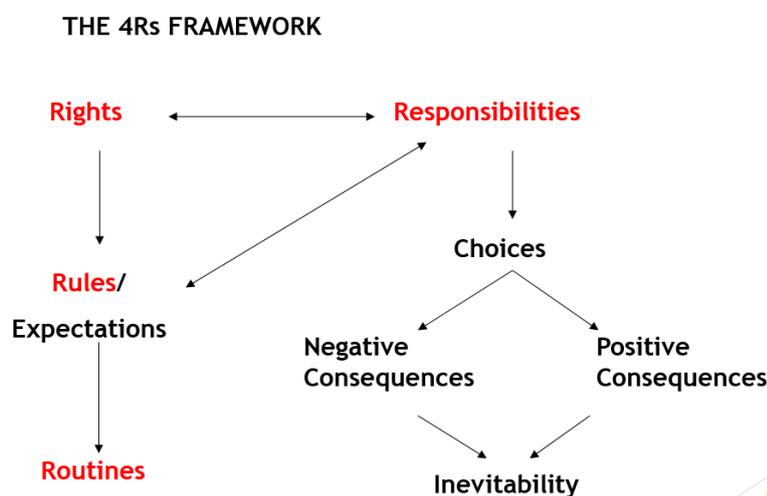
Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

# Pupil code of conduct

Please find attached a copy of the pupils code of conduct.

## A consistent approach to behaviour management



We adopt the 4 R's framework to promote positive behaviour and ensure that expectations are consistent. We expect all staff and students to sign up and commit to "Rights and Responsibilities".

### Bow Street School Rights and Responsibilities

- We have the right to the best teaching and learning experiences and the best facilities available.
- We have the right to have our individuality respected including our talents, skills and abilities.
- We have a right to be active members of the school and to contribute to the life of the school in lessons and community activities.
- We have a responsibility to treat each other and the environment with respect.
- We have a responsibility to be in school on time every day and with the equipment we need.
- We have a responsibility to get involved and try our best.
- We have a responsibility to look after each other and not to accept bullying or discrimination.
- We have a responsibility to support the learning and progress of others.

We underpin rights and responsibilities with clear rules and routines to ensure that the school day runs smoothly and everyone is clear how they contribute. The Bow Street School Code of Conduct outlines the expectations which are revisited and reviewed in partnership with students each half term (Appendix 1). Rules and routines are explained during induction then rehearsed and implemented each day making expectations really clear.

This clear 4R Framework establishes a fair culture where students know the expectation and are able to make choices and take on responsibility for their behaviour.

## Strong school leadership

All staff at Bow Street School set high expectations for students and staff and lead by example to create a culture of respect. The Headteacher takes the role of lead behaviour professional to develop and uphold systems, support staff and secure good progress for students.

At Bow Street School we recognise that all staff share the responsibility to teach and promote positive behaviours and that staff need to own and implement the 4R's Framework. The Headteacher will empower staff to implement the framework and support with sanctions where appropriate. The Headteacher will not undermine staff or take over implementation of the framework.

The Headteacher will take the lead when students are unable to engage with the framework and behaviour escalates.

## Rewards and sanctions

The 4R's Framework is supported by consequences. Students make choices about behaviour which then has consequences. All positive behaviours will be rewarded and promoted, negative behaviours will receive a consequence. The consistent application of consequences will support a 'no surprises' outcome for learners.

**Rewards** will be reviewed regularly to ensure they are valued and relevant to students. Our rewards include;

- Verbal praise
- Stars Rewards System
- Certificates
- Phone calls home
- Letters or praise postcards
- Personalised responsibilities/privileges
- Reward trips

## Star Reward System

We try to reward and incentivise good behaviour on a daily basis through a star reward system. We set parameters for good behaviours in and out of the school environment, completion of set work and tasks and outstanding achievement. When parameters are met and/or exceeded stars are awarded which translate to rewards. Each pupil has their stars recorded each lesson in their individualised start chart. These are then reviewed at the end of the day with a discussion about achievements or why they didn't meet expectations.

**Sanctions** are a consequence as a result of negative behaviour and are intended to change behaviours. Before issuing sanctions staff will refer to the 4R's framework to allow students time to correct behaviours. When negative behaviour occurs staff will adopt the following steps;

- 1) Reminders and prompting towards rights and responsibilities
- 2) Use the language of choice to encourage positive choices
- 3) Three Point Warning system

The ultimate aim when modifying behaviour is returning the child to learning, so when sanctions are issued it is done clearly and swiftly so we can move on and get back to learning. The sanctions we use include;

- Loss of stars (Star Reward System)
- Reflection time/time out to think and reflect on positives and solutions
- Restorative tasks (e.g. clean up or helping out)
- Mediation/restorative meeting to resolve difficulty with peer or staff member
- Time with the Headteacher
- Phone calls home
- Letters home
- Exclusion (in serious cases)

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Fixed term exclusion
- Addressing concerns with parents
- Referral to the Police and Children's Services
- Multi Professional meetings

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help

- Refer to children’s social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

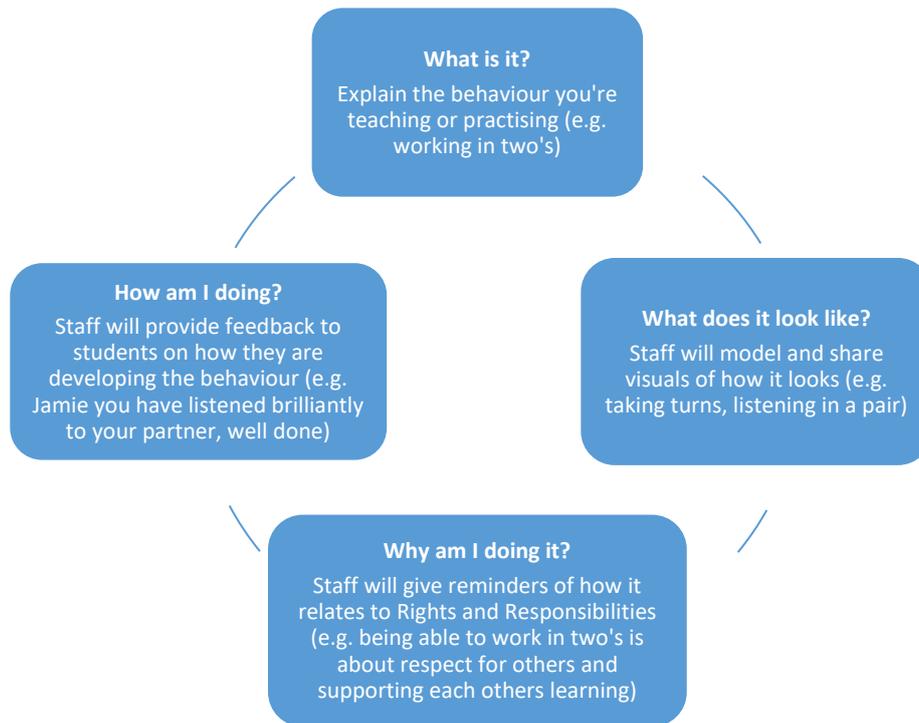
The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## Classroom Management and teaching of good behaviour

At Bow Street School we understand that good behaviour doesn’t just happen – we have to teach it. All staff will be teaching behaviour within classrooms, during social times and off site.

# Teaching Behaviour – What does it look like?



## Staff development and support

We expect all of our students to make good progress with their behaviour and all staff to facilitate and support their progress.

We invest heavily in staff development and support to ensure that they understand and are able to implement the 4R's Framework. We also equip staff with the 'tools of the trade' to promote the positive and reduce problem behaviours through training and modelling.

## Pupil support systems

All our students are individuals which we respect and value at Bow Street School. Each student will present with different behaviours and respond differently to particular strategies. At Bow Street School we are committed to tailoring our support to pupils needs by;

- Assessing student needs and behaviours
- Developing Individual Education Plans for all students tailored to needs
- Identifying strategies which have a positive impact
- Tracking progress that students make with behaviour
- Rewarding and celebrating progress
- Engaging parents/carers in plans to improve behaviour

## Liaison with parents and other agencies

Our partnership with parents/carers is essential in supporting the progress of their children and our students. We expect all of our parents/carers to actively promote the 4R's Framework and the Rights and Responsibilities within it.

We will involve parents and carers when things are going well and when we face challenges. We will involve parents in rewards and sanctions as we want to celebrate progress with families, share ideas about strategies and plan solutions when we need to modify behaviour.

At Bow Street School we work with a wide range of agency partners such as the school nurse, youth offending services, the local authority, CAMHS and Social Care. We may call on the help of others to put appropriate support in place for students.

## Managing pupil transition

When students arrive at Bow Street School we will provide a supportive induction for them and their families. During induction we will meet with families to ensure that;

1. We get to know about likes, dislikes, strengths, weaknesses and other vital information.
2. Students understand the 4R's Framework and the Rights and Responsibilities of staff and students.
3. Students and families understand how we'll work together using the 4R's Framework and rewards and sanctions.

## Organisation and facilities

The Headteacher is the lead behaviour professional and is responsible for organising staff, policies and procedures to ensure students make progress with behaviour.

If parents/carers have problems they want to discuss regarding their child's behaviour they should contact the Headteacher.

We invest heavily in staffing ratios and the learning environment to ensure that students have a positive experience. The 4R's Framework makes clear the rules and routines staff and students need to follow to maintain the learning environment and climate.

All of our students will have an Individual Education Plan (IEP) built from our assessment and the information parents/carers share with us to meet needs. We may need to make further reasonable adjustments for students with SEND so that they are able to access facilities and curriculum.

## Serious incidents

We are committed to the 4R's Framework and our Rights and Responsibilities driven policy and will adopt this approach at all times.

Serious incidents which involve damage to property, harm to others or compromise the safety of others will be managed by the staff and Headteacher.

Where there is a pattern of continued serious incidents or heightened behaviour, we will invite parents and partners into school to plan support and solutions for students.

In some instances of serious incidents there may be a need to exclude pupils, however this is always done as a last resort. Please see the exclusion policy for more information on exclusions.

## Use of reasonable force

At Bow Street School we adopt a 'Hands Off' policy and do not use physical intervention as a strategy. We do recognise that there may be times when we would need to use reasonable force to;

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *Restrain a pupil at risk of harming themselves through physical outbursts.*

(Taken from DfE Use of Reasonable Force, 2013)

In any instance where force is used it will be documented and parents/carers will be informed.

## Powers to search

We expect all of our students not to bring prohibited items into school. If we are concerned that a pupil is carrying prohibited items we will ask for their consent to search. If they refuse to cooperate with such a search we may have to ask them to leave the premises as they may present a risk to themselves or others. Wherever we request and/or undertake a search we will contact parents/carers.

## Monitoring and evaluation

Senior leaders review and implement the behaviour policy and procedures. Whole school behaviour data and the impact of this policy will be monitored and adjusted to secure good behaviour and comply with statutory requirements.

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The proprietor also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the headteacher and the proprietor annually.

## Code of Conduct

- **ALL** personal belongings to be placed in bag on arrival.
- **Bow Street School** is a place you come to learn. Make sure you always do your best.
- **TREAT** everyone with politeness, courtesy and respect. Do not use language which is abusive, offensive or rude. Do not shout or call out, interrupt or answer back.
- **CARE** for and look after the school site, the people in it and all equipment. Do not drop litter or damage equipment.
- **THINK** about your safety and the safety of others. Do as teachers tell you to do in classrooms, on site and when out in the community. Your safety may depend upon what you are told.
- **HATS** and hoods must not be worn in lessons.
- **NEVER** eat in lessons.
- **WEAR** appropriate clothing.
- **BE PUNCTUAL** to lessons, go into classrooms quietly and settle down quickly.
- **LISTEN** to the teacher. Don't talk when the teacher is talking to the group.
- **COMPLETE** your classwork, course work and homework on time and look after school books.
- **REMEMBER** learning can be fun!!

### **UNACCEPTABLE BEHAVIOURS INCLUDES:**

- Swearing, inappropriate language or conversation.
- Fighting or Physically aggressive behaviour of any kind.
- Refusing to respond to a reasonable request from an adult.
- Bullying in any form.
- Disruptive Behaviour in or out of the classroom or in the community.
- Behaving in such a way that may be considered as putting any other child or adult at risk, in any unsafe situation, or disrupting the education of other children.