



Bunny C of E Primary

Behaviour and relationships Policy

Summer 2025

Policy updated – Autumn 2021, Autumn 2023, Summer 2025

Adopted by Staff and Governors – Autumn 2021, Autumn 2023, Summer 2025

Date for Review – Autumn 2022, Autumn 2024, Autumn 2026

Bunny CE Primary School

Behaviour and relationships Policy including behaviour statement (2.1)

Introduction

Bunny School is a small rural primary school. The school serves the villages of Bunny and Bradmore, but around 25% of children come from outside the catchment area. There are four mixed age classes: Willow, Chestnut, Oak and Hawthorn. The school has a caring, family like ethos, and standards of behaviour are high. This policy provides a positive framework to encourage good behaviour and a structure with which to respond to difficulties.

Whole School Vision

“Do everything in love” 1 Corinthians 16:14

In our school we believe every person is unique and valuable, created by God to flourish and thrive in community.

We seek to provide the best education for all, enabling everyone to reach their potential.

We aim to model a world which is peaceful, just and loving through our relationships with God and with other people.

Aims

As a Church of England primary school founded on Christian values and attitudes we aim to encourage secure and caring relationships, developing everyone to their full potential. We seek high levels of involvement from and have high expectations of pupils, staff, parents and governors alike.

Our school aims are:

- For all of our children to be happy, enquiring and motivated learners.
- To meet the needs of each child so they become considerate and capable members of school and citizens of the future.
- To work alongside parents, carers, parish and the local community.
- To give the children the opportunities to experience a Christian outlook within the day to day life of the school.
- To promote the growth of individual confidence, self-esteem and self-reliance.
- To celebrate the children as individuals through their varied achievements and talents.
- To have high expectations of effort and behaviour and promote these positively throughout the school.

Equal opportunities

The policy aims to provide equal opportunities: academic, emotional, social, physical, recreational and spiritual for all involved in the life of Bunny School: pupils, staff, parents, governors and the wider community. The school is committed to understanding and meeting the needs of all parts of the community that it serves. The principles of "natural justice" relating to fairness are advocated:

- that both sides of a dispute are heard

- that nobody can judge in his or her own case

How to behave at Bunny School

We have high expectations of behaviour at Bunny School and expect our children to behave in a positive, friendly manner and to treat each other as they would wish to be treated themselves. Each class has its own class rules which are decided with the class and teacher at the start of each year. They are displayed clearly and they are referred to during the day. These are linked to our school values of:

- Courage
- Honesty
- Aspiration
- Peace
- Love and
- Respect

We have also in conjunction with the children, agreed a set of school rules which are displayed in each class and around school, linked to our school values. These are used consistently by all staff and children in school.



Recognition boards

Each class will have a "Recognition board". The focus will be discussed with the children and clearly identified on the board i.e the behaviour we want to see displayed or the school value we would like the children to show. The children have the opportunity to recognise and celebrate someone who has set a good example or followed the value in their class.

Their name will be displayed on the board to show praise for the individual. This is a collaborative strategy. "We are 1 team focussed on 1 learning behaviour". The aim is by the end of the week every child will have their name on the recognition board. 1 child in each class who has been nominated

by their peers will then be rewarded with a "Special recognition award" certificate in STAR assembly for their efforts and success for following the chosen value in that class for that week.

How We Promote Positive Behaviour

Giving positive messages	Create a positive classroom ethos. Catch pupils doing something right <i>at any time during the school day</i> and give praise (at an age appropriate level). Remember some pupils react better to private praise.
Having clear expectations	Pupils need to be clear that a rule has not been followed. Behaviour problems may occur in the classroom if the children are not clear about the teacher's expectations. Teachers set boundaries, make expectations clear and do something if they are not met.
Letting pupils know about consequences	The consequences of breaking rules must be known in advance by pupils. Pupils need to be clear that they are making a choice to behave in an unacceptable way knowing the consequences.
Being consistent	Being consistent across the school and across pupils is essential. Without consistency across the school pupils test each teacher to find out the limits.
Anticipating and pre-empting	If unacceptable behaviour can be anticipated and pre-empted it can usually be prevented - strategies include scanning the classroom; moving around the classroom; changing activities and pace; moving pupils; letting the child know that their behaviour is starting to become unacceptable by using the positive class behaviour chart in KS1 and Early Years to give them time to make the right choice.
Giving appropriate rewards	Dojo points, positive behaviour ladder in Willow class, Happy visit to Headteacher, STAR assembly - showing work, certificates, class privileges/ incentives and stickers are used by all members of staff to reward positive behaviours. This can be for consistently high standards of work, extra effort, displaying good manners, helping a peer and so on. When a child earns 50 house points (multiples of 50 thereafter), they receive an achievement certificate. When a child receives 100 house points the child will receive a prize out of the lucky dip box.
Giving appropriate reprimands	It is better to give private reprimands than public ones. Pupils with low self-esteem will go to their peer group for validation if they are reprimanded in public. Rules for effective reprimands: criticise the behaviour not the child; consider when it might be more effective to use private rather than public reprimands; avoid hostile remarks, avoid unfair comparisons, avoid reprimanding the whole class, be clear about expectations.
Dealing effectively with confrontation	Make maximum use of non-verbal strategies to deal with unacceptable behaviour as with some pupils verbal strategies can quickly lead to confrontation.

Rewards

We use positive reinforcement to encourage development of positive attitudes and good behaviour. Praise by members of staff is a key element to this. In addition, a Dojo point system is also in place.

- Dojo points will be given as a reward for good work, effort, behaviour, and kindness.
- Dojo will keep a record of house points awarded.

- At the end of the week, children who have achieved a total of 50 or 100 house points, will be rewarded at Star Assembly with a certificate.
- When children reach 100 house points for the first time in the school year, they will be able to choose a reward from the "special box", a board games session or to wear non-school uniform on a designated Friday. Non-uniform day is (wherever possible) the last Friday in the month.
- Each class teacher chooses one child, who has achieved something special during the week, to be presented with a trophy at Star Assembly. The children are chosen for one of four reasons – STAR: S: sensational effort; T: teamwork; A: achievement; R: remarkable writing/ reasoning.
- In STAR assembly each week a child will be chosen from each class by their peers who has followed one of the school values.
- Children with excellent behaviour at lunchtime are identified by the mid-day supervisors / Head Teacher and awarded with an invitation for Tea with the Head Teacher.
- A Head Teacher award is given out to one child weekly that has deserved a special recognition for either behaviour, kindness or academic achievement.
- Individual class teachers may use additional incentives or Golden Time to reward their class for a particular achievement. For example this may be a class assembly performance or collective behaviour on a public occasion.

School Procedure and Sanctions We Use if Pupil's Behaviour is Unacceptable

Sanctions will be applied as a consequence of exhibiting behaviours which are unacceptable to the rest of the school community. Sanctions are the consequences of unacceptable behaviour, which the child knows in advance. The sanction is therefore **a choice** for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour.

The sanction system is separated from the reward system. The removal of rewards if a child misbehaves reduces the child's motivation to behave appropriately.

We give careful consideration to the choice of sanction we apply to unacceptable behaviour.

If positive reinforcement of good behaviour fails, then all staff follow a progression of sanctions for *in class* disruption which would prevent others from learning

1. Reminder of class rules / positive praise to others
2. Quiet verbal warning
3. Loss of 5 mins of playtime/ lunchtime
4. Sent directly to Senior Teacher deputising for the Head Teacher (Miss Taplin/Mrs Bee)
5. Sent directly to Head Teacher (Mrs White)
6. Informal discussion by class teacher with parents at pick up time
7. Formal meeting between the class teacher and parents/guardians (*)
8. Follow up formal meeting with the Head teacher, class teacher and parents
9. Temporary Isolation from class – working in another classroom for a set period of time
10. Planned timetable of reintegration – time isolated: time integrated back into class – building up to 100% back in class over a fixed period of time.
11. Further actions (see below)

*Bunny C of E Primary School is a very caring, family like ethos school. At every opportunity parents/guardians should be kept informed face to face if their child has displayed behaviour which has led to a series of sanctions beyond step 3 or if there has been repeated low level disruptive behaviour.

In the case of a severe incident: (e.g. violent action, abusive language...) the teaching assistant/class teacher/senior teacher responsible should complete an incident report on My Concern and tag in the relevant adults. This will be followed up by a Senior teacher/ Headteacher.

Behaviour at playtimes/lunchtimes

We encourage the children to play properly and considerately, including all who wish to play in their games. Children should not say to another "It's my game, you can't play" – all games are owned by everyone and at Bunny school, everyone is welcomed to play. Games involving any form of violence are not allowed, including play fighting.

If a child reports to an adult that something is happening that is upsetting or hurting them, it is imperative that the concern is taken seriously. The adult responsible should listen to what the child has to say and intervene if necessary. This should be done positively if possible. Often the appropriate action is to help the children apologise or to intervene to ensure the children play appropriately. If a serious issue is reported, (e.g. violent behaviour, name calling...) it should be investigated and recorded on My Concern.

Sequence of sanctions at playtime/lunchtime:

- Quiet verbal warning
- Time out on a bench (2 minutes)
- Time out on a bench (5 minutes)
- Loss of some playtime – to sit in the entrance lobby.
- Sent directly to the Head teacher / most senior teacher (at lunchtime)
- Class teacher to have informal chat with parents at home time
- Informal meeting with parents
- Formal meeting with class teacher, Headteacher and parents
- Lunchtime exclusion
- Further actions (see below)

In the case of a severe incident: (e.g. violent action, abusive language...) the teaching assistant/class teacher/senior teacher responsible should complete "My Concern" and tag this as a behaviour related incident and pass this on to the Head Teacher or (senior teacher who deputises in her absence) immediately. If another member of staff is witness to the incident (MDSA, Office staff) then they should consult the senior teacher or Head teacher to complete "My Concern" together.

Midday staff are mindful to promote positive behaviours both in the lunch hall and outside on the playground. Each week a child from each class who has demonstrated good behaviour, good manners etc will be chosen to sit at the "Top table" on a Friday. This is a way to reinforce positive behaviours and is a treat for the children to aim for.

Behaviour Incident Recording

My Concern will be completed for serious misbehaviour e.g. violent action, abusive language. My Concern will be monitored regularly by Senior leaders to identify patterns, e.g. a child frequently misbehaves, or is frequently a victim. Further action will be taken if behaviour is repeated frequently or in the case of extreme behaviour (e.g. unprovoked or extreme violence)

Further Actions

In some circumstances, a more formal approach may be needed to improve the behaviour of a child. To facilitate this, the child may be given a Provision Map through the school's special needs provision. This will involve setting clear, measurable targets for improvements in behaviour and providing the child with support and strategies to help them achieve these.

Internal and External Exclusions

The final sanction available to the school is exclusion (either temporary or permanent). We would endeavour to not get to this point as stated in our school vision, we “believe every person is unique and valuable created by God to flourish and thrive in community” and we would avoid excluding anyone as far as we could. Our (and God's) love for each child motivates us to help every child however hard we might find it.

The school senior leadership team will become involved in very serious individual incidents or persistent unacceptable behaviour. Arrangements may be made to internally exclude the pupil from the playground or class by having them educated away from the class for a period of time. In some cases, the school may suggest to parents that it is felt necessary to involve external behaviour support services e.g. SBAP, EPS, CAMHS.

Should the child continue not to meet the school's expectations then fixed term exclusions will be the consequence. The school will follow the DfE processes for exclusions using the guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024' and follow Local Authority advice provided by Nottinghamshire County Council.

Bunny C of E Primary School may, if necessary, exclude a pupil for a fixed term period or multiple fixed term periods of up to 45 days in any academic year. Alternatively, the school may find it necessary to permanently exclude a pupil. Parents have a right to appeal this decision and may do so by contacting the Chair of Governors in writing. The school approach will do all it can to support a pupil to attend and a clear, identifiable, concrete presentation of risk will have been demonstrated before a pupil is excluded. Any exclusion for Bunny C of E Primary School must always be viewed as a last resort and only when there is a safety risk. Exclusions may only be agreed by the Head Teacher (the Senior Teacher in the absence of the Head Teacher) and clear reasons given to the child, if possible, relating to keeping them and others safe.

Exclusion would only be considered for the most extreme behaviour – either an extremely serious incident or where serious misbehaviour has continued and/or escalated, despite the application of other strategies. Permanent exclusion would normally only be considered if fixed term exclusions had not resulted in any behavioural improvements. Exclusion should not be considered as one of the schools' usual sanctions, but only be considered as a last resort, or where the misbehaviour was of such seriousness that such a strong action was required.

Bullying

All issues of bullying are taken very seriously and are recorded onto My Concern. For detailed policy and procedure regarding bullying please refer to the anti-bullying policy.

Definition of bullying:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to learn: embedding anti-bullying work in schools (2007).

The Anti-bullying coordinator for our school is: **Mrs V White**

Working with parents

We are committed to working closely with parents to ensure good outcomes for children in all aspects of their school life, including educational achievement, social well being and standards of behaviour.

In setting policy for informing parents about behavioural incidents involving their child, we need to balance the following demands -

- The child's need to take responsibility for their own actions

- The child having the opportunity to take responsibility for improving their behaviour.
- Parents' wishes to know what their child is doing at school.
- Achieving a manageable system that can be reliably and consistently applied.

As a result, we will contact parents if:

- A child suffers an injury that leaves a mark or makes them feel unwell (whether caused accidentally or deliberately).
- A child repeatedly misbehaves, or regularly demonstrates the same inappropriate poor behaviour.
- In case of serious misbehaviour e.g. serious violent behaviour, use of extreme language, disrespect to members of staff, deliberate damage to school property.
- If we suspect a child may be being bullied, or may be bullying
- If a formal approach to improving a child's behaviour were required

If a parent has a concern about the behaviour of their child, or that their child is suffering from the misbehaviour of another child, they should in the first instance report this to the child's class teacher.

The teacher will investigate the issue, and if further support is needed, pass the issue to the Head teacher. If the issue is serious, the parent may prefer to raise the issue directly with the Head teacher. Either way, all concerns will be recorded and logged on My Concern.

The school (through either teacher or Head teacher) will endeavour to investigate the issue raised, by hearing all sides of the issue and, where appropriate, considering the accounts of any independent witnesses. However, the school has to make a judgement as to how much time to spend investigating a behavioural incident, based on the severity of the issue being considered, to ensure that we concentrate on our core purpose of providing high quality education to all the children at Bunny School.

Parents must also recognise that often when an incident is investigated and all sides are heard, the incident does not prove to be the same as their child may have reported to them. The school will strive to be fair to all concerned and to act in the best interests of all the children.

If a parent is not happy with the outcome they should discuss this further with the Head teacher. If the matter cannot be resolved between the head teacher and the parent, the school does have a formal complaints procedure (found on the school website) which could be followed.