



## **Buckshaw Primary – Behaviour, & Attendance Discipline Policy**

Our Behaviour and Discipline Policy at Buckshaw Primary School recognises that the development and maintenance of a positive social and work ethos is essential to progression and achievement. We have adopted and implemented the SEAL programme as an integral part of our approach to whole-school behaviour management. Emphasis is directed towards the encouragement and reinforcement, at every opportunity, of appropriate behaviour.

Positive behaviour management necessitates a highly skilled approach from experienced and committed staff at all levels within the school. At Buckshaw, this approach will be consistent within the school at all times.

At Buckshaw we endeavour to foster a positive climate so that unacceptable and unreasonable behaviour is prevented wherever possible.

The Governors have delegated all matters pertaining to upholding this policy to the Headteacher.

### **1 Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and punishments**

**2.1** We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children points, sticker and certificates as well as verbal praise.
- Each week we nominate 2 children from each class to be 'Star of the week'.
- Each 'Star of the week' receives a certificate and 'peer recognition' in the school assembly.
- Each week there is a Star Pupil of the week from each key stage who can come from any class and be rewarded for any good reason.
- We distribute verbal commendations to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Any adult can issue House Points as a reasonable reward for anything at all.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Children's achievement out of school, for example, music or swimming certificates, are also awarded during assemblies.

**2.3** The school employs a number of sanctions (which the children and staff have decided upon) to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, usually taking it home to do so.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on a 'Chronology of Action' sheet, and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Should unacceptable behaviour continue that child may receive a fixed day exclusion, this will be a last resort action.
- Should a fixed term exclusion start before lunchtime, then the afternoon would be part of that exclusion. We do not do unofficial exclusions, if parents are not available to collect a child until the end of the school day, that child will be excluded to the Headteacher's office.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom 'code of conduct', which is designed and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

## **2.6 The school adopts the following Assertive Disciplinary Procedures:**

If a child follows all the rules, then they get rewarded with weekly Golden Time. They receive 'personal recognition' when they have achieved 5 full days of 'good behaviour'. These are collected in groups of 10's (groups of 5 'good' days). Special badges and certificates are awarded in assembly when 10, 20 and 30 certificates are gained – Bronze, silver and gold.

At the end of the year the vast majority of children have gained bronze, silver and gold. For every group of 5 days after that they receive a raffle ticket for a large prize draw, on the last day of the school year.

If a child gains 3 x 'good points' in any one day they get to wear a medal for the next day, 4 recognitions and they come to see the headteacher for a special award, certificate, sticker etc.

If a child misbehaves and breaks class or school rules they get a small number of verbal warnings these are as follows:

1 warning = name on board

2 warnings = 5 (2 in KS1 and FS) minutes time out in their own classroom

3 warnings = 10 (5 in KS1 and FS) minutes time out in another classroom

4 warnings = sent to Assistant Head

5 warnings or extreme behaviour = sent to Headteacher

These timeouts are recorded daily and fed back to parents and SLT at the end of each half term.

**2.7** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All incidents of this kind are recorded with the headteacher.

## **3 The role of the class teacher**

**3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

**3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and follows the school's Assertive Discipline Policy. In the first instance, the class teacher deals with incidents him/herself in the normal manner. This is by giving a series of warnings or time-outs as detailed in 2.6. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Headteachers and/or Headteacher.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher or Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The headteacher is kept up to date of all reported serious incidents of misbehaviour, and if necessary she will intervene and work alongside the class teacher with regards to punishments or meetings with parents.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and all avenues of alternative actions have been exhausted. The school works closely with Golden Hill PRU when it feels a child may be heading towards a fixed term exclusion. The headteacher will always consult the Chair of Governors before excluding any child.
- 4.5** The headteacher may instigate the use of additional Nurture Groups if she deems they will benefit the child concerned, their peers or their teachers. Parents will always be notified and consulted about these arrangements.

#### **5 The role of parents**

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. All parents will be sent a 'Behavioural Contact/Home-School Agreement' at the beginning of the school year for both them and their children to sign.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read them and the Behavioural Contact, and support them.
- 5.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact headteacher, and only then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

- 6.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion' DfE 2012 Reference: DFE-57501-2012
- 7.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** Should a fixed term exclusion start before lunchtime, then the afternoon would be part of that exclusion. We do not do unofficial exclusions, if parents are not available to collect a child until the end of the school day, that child will be excluded to the Headteacher's office.
- 7.4** If the headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.5** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.6** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.7** The governing body has a discipline committee which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors.
- 7.8** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.9** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the Headteacher at school and ask permission for the medication to be brought. This should be taken directly to the headteacher's office (or fridge) for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-

term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5 If the offence is repeated the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## 9 Monitoring and review

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This policy is worked through with all teaching staff on the first opportunity at the beginning of the summer term.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in their 'Chronology File'. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour in the School's Behaviour Log.. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 All staff have basic Child Protection and First Aid training, and as such are aware of their implications with respect to children's behaviour.

## Inclusion and Racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Inclusion Policy and its Racial Equality Policy.

- 9.5** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed: Karen Stephens**

**Date: 20 March 2017**