



Buckshaw Primary School and Nursery

Behaviour Policy

September 2026

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'Learning, believing and growing together.'

Buckshaw Primary School

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At Buckshaw Primary School, we want every child to:

- Feel safe, seen, heard, supported and cared for
- Show respect to others and themselves
- Take responsibility for their behaviour and understand the impact it can have
- Be able to initiate repair with others
- Support others with their behaviour
- Learn from mistakes and see the importance of always being their best self
- Feel a sense of belonging to the Buckshaw family

We use praise and often reward to reinforce good behaviour and promote self-esteem. This helps children be successful at school. The emphasis of this policy is on a positive approach to supporting children in managing behaviour. However, unacceptable behaviour cannot be ignored, and we have high expectations of children's behaviour.

At Buckshaw, we believe that:

- Every child matters, is valued and has a right to feel safe, learn and reach their full potential
- Relationships are at the heart of all that we do
- Each child is an individual. We believe in equity so that each individual is supported to succeed
- Children's emotional needs are as important as their educational learning
- Clear boundaries and consistency are fundamental
- Staff have the right to be treated with respect and do their job
- Promoting good behaviour is everyone's responsibility: pupils, parents and staff.
- Communication and partnership between home and school are vital.

Parent Responsibilities

- Inform staff of any concerns or changes at home which may impact children in school
- Work in partnership to ensure good behaviour
- Ensure children have the best possible attendance, arrive in school on time and are ready to learn
- Ensure children come into school wearing the correct uniform and support school policy regarding jewellery
- Show respect and courtesy to all members of the school community, including in the use of social media
- Support the school's behaviour policy and provide a good role model for positive behaviour
- Attend parents' evenings and other events wherever possible to support your child's learning
- Read regularly (at least 3 times per week) with your child and sign their reading record.

Staff responsibilities

- Share and reinforce clear expectations of behaviour
- Build positive relationships with children
- Praise positive behaviour
- Promote the school values and affirmations
- Challenge poor behaviour choices in a calm, consistent and fair manner
- Start each new day as a fresh start

- Share information with other members of staff to support children's behaviour
- Share concerns with parents and work together to support children's behaviour
- Ask for support if needed
- Where appropriate, implement individual behaviour support plans for some children.

Leadership responsibilities

- Ensure Buckshaw is a place where everyone feels safe and supported
- Engage with children, parents and staff regularly and communicate clearly
- Ensure all staff are familiar with the behaviour policy, including any changes, and arrange training as appropriate
- To support staff, giving guidance where appropriate
- Report to governors termly on behaviour

Pupil responsibilities

- Behave in a safe and sensible manner, following expectations and modelling our school values and affirmations
- Arrive in school on time and ready to learn
- Try their best in all lessons, participating and completing work to the best of their abilities
- Behave in a respectful manner to all staff and children
- Show respect for the opinions and beliefs of others and for the fact that everyone is different
- Treat others in the way they wish to be treated
- Encourage and support others to follow behaviour expectations
- Take responsibility for poor behaviour choices and try to repair through our restorative approach
- Read regularly at home (at least 3 times per week), ensure books are changed and reading records are signed
- Show respect for the school building and resources

Other responsibilities

Pupils are encouraged to take on roles of responsibility within the school community. Children have the opportunity to stand for election onto the School Council, join the Eco Team, or receive training to be a Playground Leader or Reading Ambassador. Children also have many other 'monitor' roles in their own classes.

The teaching of good behaviour

Our Personal, Social, Health Education curriculum and the teaching of our school values. Through assemblies and lessons across the curriculum throughout the school year, children explore our six values of: Respect, Kindness, Courage, Determination, Responsibility and Independence.

Our School Values are reinforced through our school expectations which are displayed around school and reinforced through lessons and assemblies. All staff refer to these when speaking to children about their behaviour and attitude to learning:

We are independent in learning and in life.

We show courage in the face of a challenge.

We show respect to everyone and everything.

We are always kind.

We are responsible in everything we do.

We show determination when things get tough.

These are referred to when children model appropriate and inappropriate behaviours, to help support our children in making the right decisions.

Positive Recognition and Reward Systems

Our positive, restorative approach to supporting children in managing their behaviour focuses on praise and other rewards to reinforce positive choices and promote self-esteem. We have a number of reward systems to promote good behaviour and effort.

Dojos/House Teams

All children are placed into one of our four teams when they start at Buckshaw: Birch, Cedar, Cherry Blossom and Oak. Children can earn points for their house in the form of Dojos for a variety of reasons including good behaviour, manners and effort. House points are collected in and the totals are announced in our weekly house assemblies. The children in the winning house enjoy a 'house party' at the end of each half term.

Recognition Boards

Each class has a recognition board where children's names or photographs are displayed for demonstrating the school values or showing response to a whole school or class focus, for example: collaboration.

Celebration Assemblies

These are held every Friday morning with various different awards being celebrated. Parents are invited into assembly if their child is to receive an award.

Star of the Week and Active Learners

Each week, teachers choose one child to be awarded the Star of the Week and one to be awarded the Active Learner Award. Children's photos are displayed in school and they are awarded a certificate.

Over and Above Awards

Over and above rewards are sent home with children who have gone 'over and above' expectations on a particular day.

Class Jigsaw

Each class has a jigsaw version of the school badge displayed on their classroom door. The class are awarded a piece of the jigsaw for whole class achievements such as best attendance and when the puzzle is complete, together the children vote for a whole class reward.

Sharing Work

Children who have worked particularly hard may be invited to share their work with the Headteacher or another member of staff for praise.

Home Reading

Children are rewarded each week with an extra playtime if they have met their reading at home target. There are also badges awarded for reading milestones such as 50 reads at home.

Celebrating awards from outside school

Children are encouraged to bring in any awards or achievements from outside school so that these can be celebrated in assembly. Examples of these might be a swimming certificate or a cub badge.

Unacceptable Behaviour

As well as rewards for positive behaviour, it is important that we deal with any unacceptable behaviour in a clear and consistent way. Staff all deal with situations which they encounter, so that they establish and develop their own expectations and relationships with children. Our aim is to deal with unacceptable behaviour swiftly, calmly and firmly to prevent disruption to children's learning.

Restorative Practice

At Buckshaw, we embrace 'Restorative Practice' which puts repairing any harm done to relationships and people over and above the need for assigning blame and dispensing punishment. This approach fosters awareness of how others have been affected by inappropriate behaviour. This is done by engaging participants in a process which enables them to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Through a restorative approach, we will:

- Improve behaviour and attitudes
- Provide a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- Establish rights and responsibilities
- Provide a safe and supportive basis for staff, children and parents to discuss issues and share ideas.

Behaviour Management Techniques

- Negative behaviour is not given a great deal of attention, it is dealt with calmly and firmly, without showing emotion.
- Assertive language is used to state the expected behavior and where the current behavior is falling short.
- Responses to negative behaviour are predictable and show the children that the teacher is in charge

We follow a 5-step approach:

	Steps	Actions
1	Reminder	A reminder of the rule/routine delivered privately wherever possible. Repeat reminders where necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their <u>behaviour</u> and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.
3	Last Chance	Speak to the child privately and give them a final chance to engage. Offer a positive choice to do so and refer to previous examples of good <u>behaviour</u> .
4	Time Out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This could be a quick chat on the yard at playtime or a more formal meeting.

Scripted Conversations

Step 3 and 5 use a scripted conversation with which all staff are familiar. The scripts are worn by all staff on lanyards.

The Last Chance Script

- I notice you are... (having trouble getting started/wandering around the classroom).
- It was the rule about ... (being kind to others/taking responsibility for your own learning/showing respect to property) that you broke.
- You have chosen to... (move to the back/catch up with your work at lunchtime).
- Do you remember last week when you...(arrived on time every day/got that positive note)?
- *That* is who I need to see today.
- Thank you for listening.

Time Out

This is a short, age appropriate time to think and regulate. Each class has an area in the room where time aside can be facilitated.

If behaviour is disruptive or a child is dysregulated and needs to leave the room for time out, they must be accompanied by an adult. This could be to sit silently, to walk together, to use a fidget or take part in a sensory break/circuit.

The Repair Script

This is a restorative conversation which seeks to establish the truth and help the child to repair any harm that has been done. The adult leading the conversation will consider where and how this takes place. For example, walking and talking, completing a jigsaw, playing with Lego or play doh.

1. What happened?

- The adult listens carefully and dispassionately without interrupting or disagreeing.
- The adult (or another child) gives their account from their perspective, without judgements.

2. What were you thinking at the time?

- This helps the child to reconsider their actions and replay their thought processes.

3. What have you thought since?

- This may allow a change in attitude, a shift in explanation or the possibility of an apology.

4. How did this make people feel?

- Help the child see the impact of their behaviour on others.

5. Who has been affected?

- Encourage the child to see the bigger picture. Possibly ask the child to list the people who have been affected and acknowledge that it is a lot of people.

6. How have they been affected?

- Help the child understand the impact of their behavior on others. Encourage empathy with other people.

7. What should we do to put things right?

- Do not demand an apology – a forced apology is worthless. How else could they put things right?

8. How can we do things differently in the future?

- The chances are that the child will meet similar situations/frustrations in the future. Some prior planning may help them and make them more aware of their poor choices.

Pupil Support Systems

Staff work hard to develop an environment in which children feel safe and protected. We teach them to speak to a trusted adult if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable. We also work hard to create a culture in which children know that their concerns are taken seriously and will be addressed, with their involvement, until they are resolved.

During each break and lunchtime, there are staff on duty with whom children have had the opportunity to form trusting relationships, allowing any conflicts or disagreements to be dealt with appropriately.

We monitor incidents of unacceptable behaviour carefully and establish additional support strategies for those behaviours staff find most challenging. When a child has behaviour needs that are not able to be managed with the whole school policy, an individual behaviour support plan is compiled by the staff that work with the child. This often involves liaising with external agencies or specialists and parents are involved in co-producing the plan. Support and advice may be sought through the SENDCO for children who show challenging behaviour from: specialist teachers, Educational Psychologists, medical practitioners and others depending on identified needs.

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly. We have clear sanctions for those who do not comply with the school expectations, which may include:

- Extra work or repeating unsatisfactory work until it meets the required standard at break or lunch times.
- Working in another class or area in school
- Loss of privileges, which may include responsibilities, non-uniform days or school visits.
- Litter picking, weeding or cleaning.
- Regular reporting to designated staff members to reflect on behaviour and learning.
- Internal isolation – child works away from the class on their own.
- In more extreme cases we may use temporary or permanent exclusions – see Exclusions section.
- An Alternative Provision placement may be sought in instances where a child needs specific support with managing their behaviour.

Although persistent, or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start; however, sanctions may occur over several days.

Any Alternative Provision (AP) provider will be vetted and monitored by the school, including the completion of all necessary checks, including safeguarding, and the receipt of notifications regarding any changes.

Support Following a Sanction

To ensure children understand how to improve their behaviour and meet our school behaviour expectations, the following strategies can be adopted, following a sanction, if a staff member feels they are required:

- A targeted discussion using our Restorative Practice approach.
- A phone call with parents or the Virtual School Head.
- Inquiries into a pupil's future conduct with staff, in teaching, supporting or supervising the pupil in school.

- Inquiries into circumstances outside of school, including at home, conducted by the DSL or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate.

If a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker. If the child is looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Serious Incidents

As a school, we take a zero-tolerance approach to all forms of abuse and strive to create an environment which is safe and models acceptable behaviours. We view serious incidents as the following:

- racist incidents
- child-on-child abuse (bullying, abuse in relationships between peers, physical abuse, sexual violence and sexual harassment, consensual and non-consensual sharing of nude and semi-nude images, causing someone to engage in a sexual activity without consent, upskirting and initiating/hazing type violence and rituals)
- being physical to others
- threatening behaviour
- theft
- discriminatory behaviour
- rude or offensive language and behaviour
- leaving the premises
- being rude to other adults (e.g. arguing with staff, muttering under breath, answering back, rolling of eyes, tutting etc)
- vandalising equipment or property and false allegations against staff

All incidents will be investigated by the Headteacher, or Deputy Headteachers, and when appropriate, parents will be informed about the incident and the sanction. We acknowledge that the sanction will depend upon the severity of the incident and the circumstances. This will be determined by a member of the Senior Leadership Team, following an investigation and discussion with other staff. In cases of severe disruption, the child will be sent immediately to a member of the Senior Leadership Team and parents will be asked to come into school to discuss the matter.

On very rare occasions, it may prove necessary for members of staff to use reasonable force to manage a pupil who may otherwise be in danger of hurting him or herself or others.

Removal from the Classroom

Removal from the classroom, where pupils are required to spend a limited time out of the classroom. This will happen for serious disciplinary reasons. This is different from when a member of staff might ask a pupil to step outside of the classroom briefly for a conversation and asked to return following this. Removal from a classroom is a serious sanction. As a result, it will only be used once all other behavioural strategies, set out in our policy, have been attempted – unless the behaviour is so extreme as to warrant immediate removal. This sanction will only be put in place if the staff member deems it proportionate and will take into consideration any special considerations relevant to its imposition. When removed from the classroom, pupils will carry out their classwork in a supervised setting. Removal will be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow pupils to regain calm in a safe place.

Depending on the circumstances, the child will return to their classroom for the next timetabled lesson following a restorative conversation. We will inform parents on the same day if their child has been removed from the classroom.

Reasonable force

We follow the Department for Education guidance: 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (July 2013). The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. The following list is not exhaustive but provides some examples:

- Remove disruptive pupils 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 stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. All members of school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When using physical force, staff will only act once they have considered the risks, recognised any vulnerabilities, including SEND, mental health needs or medical conditions. The decision to use reasonable force is not taken lightly and is monitored in order to help staff learn from the experience, promote the wellbeing of the pupils in our care, and provide a basis for appropriate support. Monitoring also helps us to determine what specialist help may be needed for the pupil. The use of reasonable force is logged on CPOMS and reported to the governors as necessary.

Exclusion

Ultimately, the Headteacher can take a decision to exclude a pupil from the school for a fixed period of days or permanently:

- In response to serious breaches of the behaviour policy;
- Where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

At Buckshaw Primary School, we follow the Lancashire County Council guidance and process for exclusions which are based on a legal framework. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours with the first five school days of any exclusion. Failure to do so may result in a penalty sanction being issued.

Following a fixed period exclusion, parents are expected to attend a reintegration meeting at school. Support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child.

Additional information can be found here: <http://www.lancashire.gov.uk/children-education/families/schools/exclusions-from-school.aspx>

Misbehaviour Outside of School

Schools have the power to discipline pupils for misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Conduct outside the school premises, including online conduct, that Buckshaw might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all of these circumstances, the Headteacher will use the school's behaviour policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school to ensure it is lawful. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Through our Online Safety Curriculum, we teach children about the importance of personal information and how to use devices safely, securely and responsibly. When children make poor choices online, we will investigate and act if this negatively impacts on behaviour or learning in school. Online behaviour is also included in our Anti-Bullying Policy and Online Safety Policy.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. School staff can search a pupil for any item with their consent. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search for and confiscate, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item which includes:

- Mobile phone
- Weapons or knives
- Alcohol, illegal drugs or medicines
- Stolen items
- Tobacco, vapes and cigarette papers
- Pornographic items
- Fireworks
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item to the pupil's parents, or whether to dispose of it. Parents will be informed when search has been conducted and if any items have been confiscated.

Criminal Law

Some types of harassing, threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement from the Headteacher.

Working Together with Parents

We recognise that ongoing communication with parents is vital. Parents will be contacted when we have concerns about behaviour at an early stage so that we can work together to support their child. Children who are persistently involved in low level disruptive behaviour, will be invited into school to plan the best way forward with their class teacher, Headteacher and SENDCo as appropriate. This may involve an individual behaviour plan being implemented and support being accessed from other agencies. Parents who experience challenging behaviour at home are encouraged to share their concerns with school by arranging to meet with the class teacher in the first instance. An Early Help Assessment may be suggested so that we can better understand the needs of the family and identify the best possible support and next steps.

Safeguarding

At Buckshaw, all staff know that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should understand that even if there are no reports in schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or a deputy). All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on-child abuse, linked to behaviour, is most likely to include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- initiation/hazing type violence and rituals.
- Additional categories of child-on-child abuse can be found in our Safeguarding Policy.

Monitoring and Reporting

All staff have access to a secure online system - CPOMS - allowing staff to record incidences of unacceptable behaviour and share with the relevant staff immediately and securely. This system allows staff to track and monitor the behaviour of individual children within school, which allows us to better support our children

Staff Induction, Development and Support

All staff and volunteers are asked to read our Behaviour Policy prior to starting at Buckshaw with key points discussed and exemplified.

Staff are provided with regular training and advice and are able to identify particular training needs through their appraisals and the school's annual self-evaluation process.

Low-level Concerns Concerning Adults

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- not treating all children fairly and consistently in accordance with school policies
- humiliating children
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy, or
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the Headteacher. If your concerns relate to the Headteacher, you should raise them with a senior leader and the Chair of Governors.