

# Buckshaw Primary School



## **BEHAVIOUR POLICY**

September 2022

*At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.*

## **AIM**

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

## **CONTEXT**

At Buckshaw our success is not tested by the absence of problems but by the way we deal with them. We can help children to learn from their mistakes in terms of behaviour as well as in their work if we encourage them to take responsibility for their own behaviour. This in turn will encourage the development of self-discipline.

We believe that bullying is prevented within a climate of positivity where unacceptable and unreasonable behaviour is prevented wherever possible. As such this policy aims to include strategies to promote positive behaviour choices which eliminate bullying.

## **RULES**

Buckshaw Primary School has 3 over-arching rules which are both clear and measurable:

**STAY SAFE**

**KEEP LEARNING**

**BE FAIR**

Children are educated about these rules in an age/stage appropriate way and taught how to apply them in different contexts e.g. In class, on playground.

## **DAILY BEHAVIOUR EXPECTATIONS**

A 'Behaviour Chart' is on prominent display in each classroom throughout the school. The chart consists of five, differently coloured, horizontal bands. We place photographs or names of each child on the central band (green) at the beginning of each school day. Staff move the names/photos up or down the chart according to the behaviour of each child. Every child is treated as an individual and reasons for rewards and sanctions are age and ability appropriate. Children who have SEND may/may not follow this policy.

**Exemplary behaviour/work throughout the day. 10 DOJOS**

**Better than expected behaviour/work throughout the day. 5 DOJOS**

**Expected behaviour/work. 3 DOJOS**

**Prior to being moved to yellow for low level disruption, the children will be given a verbal warning. If the behaviour continues, moving to yellow will mean that they miss five minutes of their break time. A child may move back to green once on yellow at the teacher's discretion.**

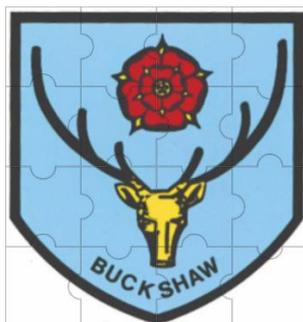
**If children persist in disrupting their learning and that of others, they will move to red. This means that they will receive a red card and miss a breaktime. A child may move straight to red from any other colour if they are responsible for a 'serious incident'.**

## **REWARDS**

Class dojos are given for expected, better than expected or exemplary behaviour / work. Children are also awarded dojos for effort, kindness, sharing and friendship.



When the behaviour of a whole class is better than expected or exemplary, the class will receive a 'class merit'. This is in the form of a puzzle. A puzzle piece is awarded to the class and once the puzzle is complete the children are awarded an activity afternoon. The first time the puzzle is made the reward is 30 minutes, this is increased to 1 hour and then a full afternoon. Activities may include; pizza and movie, a trip to the park, afternoon tea. This will vary from class to class.



## **SANCTIONS**

### **Orange cards**

Orange cards are issued when a child moves to the orange section of the class behaviour chart. The orange card is sent home and parents are expected to sign it, discuss the issue with their child and return the card to school the following school day. If a child receives an orange card they will miss their playtime or join an adjacent classroom to reflect on their behaviour.

When a child has received three orange cards in one half term the Behaviour Lead and/or Head Teacher will invite parents of the child into school; the behaviour will be discussed and that child will receive a 'report card'.

### **Report cards**

Following three orange cards in one half term, a weekly report system will be used. The child is removed from the behaviour chart during this time. The report card is given to the child who must keep it with them at all times. The card is taken home at the end of each day and is signed by the parents. Staff responsible for the child during the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times.

If a child receives three report cards, the parents will be informed of this decision and will be notified that their child is close to exclusion.

## **Exclusions**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **SANCTIONS MAY OCCUR:**

<b>Low Level Disruption</b>	<b>Serious Incidents</b>
<ul style="list-style-type: none"><li>• Swinging on a chair</li><li>• Repeatedly tapping pencil</li><li>• Shouting out</li><li>• Making unnecessary noise</li><li>• Work avoidance</li><li>• Inappropriate verbal responses</li><li>• Anything which interferes with the 'flow' of the lesson</li></ul>	<ul style="list-style-type: none"><li>• Swearing</li><li>• Deliberate and malicious physical violence towards another person</li><li>• Stealing</li><li>• Deliberate and provocative racial or homophobic comments</li><li>• Refusal to co-operate with a member of staff</li><li>• Running away</li><li>• Disrespecting a member of staff</li><li>• Deliberate damage to property</li><li>• Bullying</li></ul>

## **ROLES AND RESPONSIBILITIES**

### Governors:

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.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour, 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.

### Headteacher:

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 its effectiveness. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher is kept up to date of all reported serious and / or persistent incidents of misbehaviour, and if necessary she will intervene and work alongside the Behaviour Lead with regards to consequences or meetings with parents.

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. It is essential that the headteacher is made aware of proven incident of bullying or serious allegation. We do everything in our power to ensure that all children attend school free from fear.

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 external agencies 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.

#### Designated Behaviour Lead:

School has a designated senior leader responsible for Personal Development, Behaviour and attitudes. This role includes ensuring that the policy is implemented, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Behaviour Lead is kept up to date of all reported incidents of misbehaviour, and if necessary will intervene and work alongside the class teacher with regards to consequences or meetings with parents.

The Behaviour Lead will inform the Headteacher when a proven incident of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. A full log should be reported on CPOMS.

#### Teaching staff:

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. They implement RSHE through the wider curriculum.

All teaching staff ensure that high expectations of behaviour are made explicit and strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and follows the behaviour system consistently. The teachers treat all children in their classes with respect and understanding.

Teaching assistants should immediately alert class teachers of both perpetrator and victim if any form of bullying is suspected. Teaching staff should investigate and report on CPOMS alerting Designated Behaviour Lead.

In line with this Behaviour Policy, teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction and can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents:

**The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.** Parents have a clear role in making sure their child is well behaved at school. **We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement (sent out at the beginning of the school year).** **We try to build a supportive dialogue between the home and the school. Parents are able to access Class Dojo which records rewards given, and we inform parents immediately if we have concerns about their child's welfare or behaviour.**

**If the school has to give consequences as a result of a child's behaviour, 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** Designated Behaviour Lead and if this cannot resolve the situation the Headteacher should be informed. **If these discussions cannot resolve the problem then the school governors should be notified and a formal complaints process can be implemented and, in the case of exclusions, an appeal can be made to the Governing Body.**

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 within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

**Parents are responsible for ensuring that their child arrives at school on time and ready to learn. Children under 10 years are not permitted to be brought to or collected from school by anyone under the age of 16. Parents are responsible for having arrangements in place for prompt collection at the end of the school day. For children not collected on time Safeguarding Policy will apply.**

## **CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Any property confiscated by staff at Buckshaw will be returned to a pupil at the end of the day or to parents directly if the item is not deemed suitable to be in school.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons;
  - Alcohol;
  - Illegal drugs
  - Stolen items;
  - Tobacco and cigarette papers;
  - Pornographic images;
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## **POWER TO USE REASONABLE FORCE**

The school aims to provide a harmonious working environment and the use of reasonable force is likely to be very rare. However, staff have a legal power to use reasonable force should the need arise. The term 'reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils. It may be used in extreme circumstances, where a child is in danger of physical harm to themselves or others. Staff would always try to avoid acting in a way that might cause injury to a pupil.

### Who can use reasonable force?

- All members of staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- At Buckshaw, six members of staff are specifically trained in restraint techniques (TEAMTEACH) in order to provide assistance to staff should a pupil's behaviour ever escalate to dangerous levels.

### When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances.

## **EQUALITY**

**The diversity of our society is addressed through our Curriculum, 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.**

### **MONITORING AND REVIEW**

The Designated Behaviour Lead monitors the effectiveness of this policy on a regular basis. She also reports to the Headteacher, SLT and governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This policy is reviewed with all teaching staff on the first opportunity at the beginning of each term.

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.

**Written by: I Albustany**

**Review September 2023**

## **BEHAVIOUR CHECKLIST**

PUPIL NAME.....

NAME OF STAFF COMPLETING

CHECKLIST.....

Have you:	DATE IMPLEMENTED	COMMENTS
Followed the Traffic Light System: Immediate consequences Missed playtimes Reflection time in an adjacent classroom		
Issued orange cards to go home and had an informal discussion with parents.		
Invited parents in following the issue of three orange cards for a formal discussion with the class teacher and/or behavior lead / HT.		
Issued a report card to the child.		
Spoken to the SENDCO to identify any unmet needs or any referrals that may need to be made?		
Completed the ABC process if SENDCO is in agreement.		
Discussed next steps with behaviour lead.		

**APPENDIX 1: ABC BEHAVIOUR CHART**

**A – Antecedent**

What happened immediately before the behavioural outburst? Triggers / signs of distress / environmental information.

**B – Behaviour**

A description of what actually happened during the outburst or what the behaviour 'looked' like.

**C – Consequence**

Consequence of behaviour, or what happened immediately after the behaviour. This can include information about staff responses to the behaviour and the eventual outcome for the pupil.

Name \_\_\_\_\_

Year group \_\_\_\_\_

Date & Time	Where did it happen?	Antecedent	Behaviour	Consequence	What happened as a result of your action?

Name \_\_\_\_\_

Year group \_\_\_\_\_

Date & Time	Where did it happen?	Antecedent	Behaviour	Consequence	What happened as a result of your action?
Monday 3 September  11.45.	In the classroom: During an English lesson. Sat working with three other children at table.	Started asking repetitive questions about when it would be lunch time.	When pupil was asked to tidy up for lunch, he wouldn't get out of his seat. After being asked repeatedly by teacher, he threw himself on to the floor crying.	He stayed in classroom with a teacher. Ate lunch there when he calmed down.	Pupil calmed down, ate lunch and went out to play.
Tues 4 September  11.40	In the classroom: Sitting working at table with four other children.	Started fiddling with sleeves on jumper.	Started to cry when the bell for lunch went. Put his head on the table and became hysterical. Would not be moved or comforted.	He stayed in classroom with a teacher and when he calmed down he ate lunch at his table.	Interpretations: Consistent reaction to the same event – likely caused by anxiety about lunchtime at school.
Wednesday 5 September  11:49	In the classroom: Independent reading time.	Getting fidgety and fiddling with his jumper.	Hid behind book box.	When everyone got up for lunch time he would not be moved, lashed out when teacher asked him to join the rest of his cohort in the dinner hall.  Began to cry.	Strategies: Giving him anxiety reducing tools before he gets overly anxious. Consider adjusting how he experiences lunchtime – could he leave for lunch early before it is too busy? Or start lunch in the classroom before joining classmates later in the lunch time? Look at offering him extra support at that time. Visual supports explaining what will happen at lunchtime, structure added to reduce anxiety. If there are sensory needs, make sure they are met.