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# **Buglawton Primary School**

## **Be the Best We Can**

### **Behaviour Policy**

**Policy updated by:** R McAvoy  
**Governor Committee:** Teaching and Learning  
**Date approved by Governing body:** Autumn term  
**Review date:** Autumn term 2024

#### **INTRODUCTION**

*'Our educational vision is to be a place of enjoyment and excellence. A place where everyone is valued for their individuality, can achieve their full potential and be treated equally, so that they will make a positive contribution to society'*

***(Buglawton Primary School Vision Statement)***

*Be a Cooperative Team Player*

*Be Reflective*

*Be Ready and Willing to Learn*

***(Taken from Buglawton Primary School, 'Bees to Success')***

In order to realise the school vision and in keeping with our 'Bees to Success' at Buglawton Primary School, we must ensure that every member of the school community, including visitors to the school, feel safe, respected, and that each person is treated fairly and consistently.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live, learn and work together happily in a safe and secure environment.

#### **AIMS AND PRINCIPLES**

**At Buglawton Primary School we recognise that:**

- All behaviour is a form of communication and we endeavour to understand the cause of poor behaviour before supporting pupils to improve their behaviour choices
- Exemplary behaviour allows for all children to maximise learning opportunities and learning time
- In order to manage behaviour well, we need to form positive relationships and know our children well
- Understanding factors that may influence a child's behaviour can enable us to effectively support children based on individual need
- Children need to be taught what positive learning behaviours are, so that they understand expectations of behaviour in school
- Behaviour must be separated from the child so that staff can distinguish between who the child is and what the child does.

## **Our aims at Buglawton Primary School are as follows:**

- To promote and maintain good behaviour, developing honest, informed and honourable citizens of the future
- To create an atmosphere of mutual respect and tolerance where pupils are safe, happy, and learning
- To promote self-esteem and self-discipline
- To develop an effective partnership between home, school and the community, promoting positive social development
- To encourage pupils to recognise that they can and should make 'good' choices
- To teach appropriate behaviour through positive intervention
- To be calm when managing behaviour
- To use consistent language to promote positive behaviour choices
- To follow restorative practice in enabling children and staff to reflect on events and maintain positive relationships

This policy has been written with due regard to the school's Safeguarding Policy and the statutory guidance, *'Keeping Pupils Safe in Education 2023'*.

The DfE guidance, *'Behaviour and Discipline in Schools 2014'*, states that:

*"The Headteacher must decide the standard of behaviour expected of pupils. He or she must also determine the school rules and any disciplinary penalties for breaking the rules."*

*"A clear school behaviour policy, consistently and fairly applied, underpins effective education."*

This policy is based on the work of Paul Dix and his book, 'When the adults change, everything changes,' where good behaviour is recognised sincerely rather than just rewarded: pupils are praised publicly and reprimanded in private (PIP and RIP). It has also been influenced by Dave Whitaker's book, 'The Kindness Principle'. The policy has also been written considering the EEF document *Improving Behaviour in Schools* and the 2022 *Behaviour in schools: Advice for headteachers and school staff* document.

This policy will be made available to parents via the school website.

It is based on the following principles:

- All pupils have the right to learn and play, free from disruption and aggression.
- All teachers have the right to teach, free from disruption and aggression.
- Pupils who consistently make the right choices and go 'above and beyond' will be rewarded.
- There are no 'bad' pupils, just 'bad' choices.
- The majority of pupils are responsible for their own behaviour.

High standards of behaviour, courtesy and good manners are expected of all pupils and adults at Buglawton Primary School. A smile, kind word, praise, encouragement and recognition often prove to be the most effective means of establishing and maintaining positive behaviour.

## **Our Behaviour Policy:**

- Will create a safe learning environment where all pupils can learn and reach their full potential
- Will enable all pupils to work in a positive environment and encourage readiness, respect and safe choices.
- Recognises and rewards good choices and 'above and beyond'.
- Addresses unacceptable behaviour promptly and in private.
- Is built upon the consistent approach of all staff.
- Should also be applied when children are out on educational visits and representing the school in the wider community.

## **SCHOOL ORGANISATION**

The key to positive behaviour, which underpins successful teaching and learning, is careful planning of lessons and routines, effective organisation and a calm, consistent approach.

### **School Environment**

In order to promote an organised, respectful and caring ethos, our school environment should be:

- Functional and purposeful, with easy access to equipment, which is clean, tidy and in working order.
- Aesthetically pleasing, engaging and interesting.
- Maintained and kept tidy by both staff and pupils.

### **Learning tasks and Activities**

Pupils are more likely to display positive behaviour when activities and tasks are interesting, relevant, varied, challenging and appropriate to their individual needs.

### **Routines**

There are various routines established in and around school to encourage safe and respectful behaviour. Children respond well when there are well established routines and they know what to expect.

### **School Ambassadors**

Our Year 5 and 6 pupils are School Ambassadors, these are pupils who are buddies to younger pupils and are encouraged to award team points to pupils displaying positive behaviour.

### **Break times**

These begin and end promptly at the sound of the school bell. There are timetabled activities for the pupils to take part in throughout the week to encourage cooperation and participation. At the end of an outdoor session pupils should walk calmly to their line before walking to enter the building quietly to establish a purposeful, working atmosphere.

## **BUGLAWTON SCHOOL RULES**

These rules apply to everyone, in all areas in and around school:

1. Ready: ready for learning;
2. Safe: having safe actions in and around school, keeping themselves and others safe.
3. Respect: respecting ourselves, respecting others, respecting our school environment

These three simple rules can be applied to a variety of situations and are taught and modelled explicitly. These rules are displayed around the school and referred to in all conversations regarding positive behaviour.

We also understand that for some pupils following our behaviour expectations are beyond their developmental stage. In this case, these children will have bespoke positive behaviour plans (which may include RAMP, School Support Plan, and Educational Psychologist advised strategies) which may include individual rewards to reinforce positive behaviour. The consequences for these children may differ from those stated on this policy as they are bespoke to individual children.

## **REWARDS AND AWARDS**

We recognise that praise and reward gives a boost to self-esteem and it encourages positive behaviour. At Buglawton Primary School, we have a variety of established reward systems to acknowledge positive behaviour, work, attitude, effort and achievement.

### **‘Shout out’ Recognition Boards**

Class teachers target ‘Learning Attitudes’, not just functional behaviours, and write names on a ‘shout out’ board to recognise pupils who are demonstrating the desired learning attitude.

- Recognition boards focus can change each session, day, or week.
- Pupils are recognised for effort and not for achievement.
- Recognition boards are used to persistently and relentlessly catch learners demonstrating the desired attitude and behaviour.
- Once earned, pupils’ names should not be removed from the ‘shout out’ board (until the attitude focus has ended)

### **Team Point Awards**

Every pupil is a member of a colour team (red, blue, green, yellow) and is awarded ‘Hive’ points for positive behaviour, achievement, being respectful, being cooperative, and making safe choices. These ‘Hive’ points are collated weekly and reported on in our Monday Assembly and the school newsletter. A reward afternoon is awarded to the highest points achieving team. Throughout the year there are various intra-hive competitions where pupils work together with their colour hive teammates (in other year groups) to achieve a common goal.

### **Celebration Assembly**

Each Friday, selected pupils from each class are presented with a certificate in our Celebration Assembly. Certificates are presented in recognition of achievement against our ‘*Bees to Success*’ (*Buglawton desirable learning behaviours*) and for consistently showing positive behaviour that is ‘above and beyond’ awarded by class teaching staff.

Other rewards may consist of:

- Verbal praise.
- Individual rewards (smiley face, stamps, stickers, stars etc.).
- Displaying good work.
- Being sent to other teachers/adults to show work.
- Notes to parents via planners or other communications.
- Praise postcards.

## **CONSEQUENCES**

Whilst we are proud of the high standards of behaviour of our pupils, we appreciate that sometimes pupils make the ‘wrong’ choices. Following school rules and giving rewards to recognise the ‘above and beyond’ are the best tools to encourage positive behaviour.

In the event that a pupil makes a wrong choice, a consequence will be issued following **Buglawton Behaviour Plan Levels** – see Appendix 1.

Consequences should:

- Be respectful, reasonable, and related
- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help ensure that children and staff feel supported and secure
- Involve pupils being spoken to in private using a restorative conversation

Work not completed due to a pupil's choice in behaviour will be sent home to complete.

When pupils consistently demonstrate 'wrong' choices in their behaviour, further intervention is required, such as:

- Being asked to carry out a reflection task (letter of apology or similar).
- Losing break time.
- Internal exclusion – this is the removal of a pupil from the classroom to work supervised by another adult in order for other pupils to continue their learning without disruption
- Parents informed of the wrong choices that were made
- Introduction of an individual behaviour plan, monitored in school (and home if appropriate).
- Parents invited to see class teacher.
- Parents invited to see Headteacher.
- Fixed-term exclusion.
- Permanent exclusion.

**Please see Appendix 1 for Buglawton Primary School's 'Levels' approach to issuing consequences to pupils.**

Buglawton Primary School's Strategies to develop excellence in behaviour are as follows:

- IDENTIFY the behaviour that we expect explicitly
- TEACH behaviour and MODEL the behaviour that we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

The safety of the pupils is paramount in all situations. If a child's choice in behaviour endangers the safety of others, trained staff will follow positive handling procedures to ensure the safety of all pupils.

In cases of extreme behaviour, ABC information is added to the incident recorded on CPOMS – see Appendix 4. All incidents recorded on CPOMS are then discussed by SLT.

In extreme cases, fixed-term or permanent exclusion will be considered (see Appendix 3 for further explanation and our separate Exclusions Policy).

### **Behaviour Incidents off-site**

In response to non-criminal poor behaviour and bullying which occurs off the school premises, an online incident, an incident when a pupil is identified as a Buglawton Primary School pupil, the school will carry out an appropriate investigation before using the school's Behaviour policy and Behaviour Levels (See Appendix 1) to issue an appropriate consequence.

## **The Use of Reasonable Force or Restraint**

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. Staff will only intervene physically to restrain pupils in circumstances where such action is considered necessary and proportionate: (a) where a child is in real danger of hurting himself/herself; or (b) to prevent a child from causing injury to any other person. (Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013)

## **Child-on-Child Abuse**

It is important to know that children can abuse other children and it can happen both inside and outside of educational settings and online. Buglawton Primary School staff understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Buglawton Primary School staff know that downplaying certain behaviours, for example dismissing sexual harassment as “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.

All members of staff know to report any instances of inappropriate behaviours so that they are dealt with promptly by the class teacher in partnership with Senior Leaders.

## **ROLES AND RESPONSIBILITIES**

### Teaching Staff

It is the responsibility of all teaching staff to ensure that they know their classes well and develop positive relationships with all children. Staff must also ensure the school rules are enforced, and that children behave in a responsible manner during the school day.

The staff in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability. Staff should deliberately and persistently catch children making the right choices and praise them in front of others. They also nurture a mutual respect for people and belongings in all pupils.

Staff should always remain calm and keep their emotion when it is most appreciated by pupils (i.e. positive praise); listen; be positive; be consistent; and demonstrate unconditional care and compassion.

It is also crucial that a positive relationship is formed with pupils’ families. This means sharing positives and praise to parents alongside keeping them regularly informed of concerns over their child making wrong choices which is affecting their own and others’ learning.

### 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 the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. 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. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher is responsible for organising regular training and support for staff on dealing with behaviour, including the induction of new staff to the school.

### Parents

The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and 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. 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### 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 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.

### **MONITORING AND REVIEW**

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements or revises according to the needs of the school.

The school keeps a variety of records concerning incidents of misbehaviour. All staff record significant incidents on CPOMs. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. 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 reviews this policy every year. 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.

Any visitors to the school are expected to adhere to this behaviour policy through agreeing to our aims and principles when signing into the school as we are all role models to the pupils.

This policy should read in conjunction with the:

Equality Policy

SEND policy

Anti-Bullying Policy

Positive Handling Policy

## Appendix 1

Below is Buglawton Primary School's approach to dealing with pupils' 'wrong' behaviour choices:

Pre-level behaviours for those low-level behaviours that do not constitute Level 1 or above, teachers and support staff will use their own classroom management strategies to remind children about making good behaviour choices.

### Buglawton Behaviour Plan      Level 1      Reminder

(PIP) Praise in Public  
pupils demonstrating the  
desired behaviour(s)

(RIP) Speak to the pupil in private

- Identify the feeling – I understand that you are feeling...
- State the rule – I notice that you have forgotten the school rule of...
- I need you to... otherwise there may be a consequence
- Thank you

### Buglawton Behaviour Plan      Level 2      Unacceptable

Pupil asked to leave the  
room to be spoken to in  
private at an appropriate  
moment

(RIP) Speak to the pupil  
in private

- Identify the feeling – I understand that you are feeling...
- State the rule – I notice that you have forgotten the school rule of...
- As you have not... there will be a consequence of...
- I need you to... like you did earlier/yesterday
- Thank you

- Take work home
- Stand with a member  
of staff on duty
- Restorative/ Reflective  
conversation

Restorative – How was everyone feeling? What was the cause? How can this be prevented in future?

### Buglawton Behaviour Plan      Level 3      Serious

Pupil asked to leave the  
room to be spoken to in  
private

(RIP) Speak to the pupil  
in private with support  
from SLT

- Identify the feeling – I understand that you are feeling...
- State the rule – I notice that you have forgotten the school rule of...
- As you have not... there will be a serious consequence of...
- I need you to... like you did earlier/yesterday
- Thank you

- Internal Exclusion –  
break/lunch
- Internal Exclusion –  
learning sessions
- Restorative/ Reflective  
conversation

Restorative – How was everyone feeling? What was the cause? How can this be prevented in future?

Below is Buglawton Primary School's scripted conversation that is used by teaching staff to discuss 'wrong' behaviour choices with pupils:

Identify/Label the feeling – *'I think /I understand you are feeling'*

Reminder of the rule – *'I've noticed you have forgotten the school rule...'*

Expectations – *'I need to see you...'*  
*Thank you.*



## Appendix 2



### Internal Exclusion

Dear Parent/Carer,

Today your child has been in internal exclusion for a session this morning/afternoon as their behaviour choices have disrupted the learning environment of themselves or others.

Internal exclusion is when your child has continued their learning away from their class teacher and pupils. We have not made this decision lightly, but this follows our behaviour policy.

Our school rules are: Ready, Safe, Respect.

We value your support in discussing with your child their choices today and how they can make better choices in the future.

Miss McAvoy

Deputy Headteacher

## Appendix 3

### Fixed-term and Permanent Exclusions –

*'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'*

*'A decision to exclude a pupil permanently should only be taken: • 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.'*

*(DfE guidance: 'Exclusion from maintained schools, Academies and pupil referral units in England' June 2012, updated September 2017)*

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher (or the Deputy 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. If the Headteacher excludes a pupil, s/he 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.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. 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. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### REQUIREMENTS FOR EXCLUSION

#### **Decision to exclude (permanent or fixed-term) should be taken only:**

-In response to serious breaches of the school's behaviour policy; AND -If allowing a pupil to remain in school would seriously harm the education/welfare of pupil or others in the school.

#### **For exclusion on basis of persistent disruptive behaviour:**

-This should be the last resort, following a wide range of strategies that have been unsuccessful. There should be evidence of the persistent disruptive behaviour, and the range of strategies used, including their impact. **For serious first offence or one-off incident:**

-A serious first offence might be actual or threatened violence; sexual abuse or assault; supplying illegal drug; carrying an offensive weapon (this list is not exhaustive).

-There must be no other alternative sanction/action which would be more appropriate.

The school will not tolerate bullying behaviour or homophobic or racist behaviour and will act in accordance with the bullying policy in such cases.

Signed:  
Miss A Kennerley:  
Headteacher

Signed:  
Mr G Hayes:  
Chair of Governors

## Appendix 3 – CPOMS reporting

Student

Begin typing a student's name Student

Date/Time

Categories

☐ Academic Concerns ☐ Attendance ☐ Behaviour Level 2 - Unacceptable ☐ Behaviour Level 3 - Serious ☐ Concerns ☐ ELSA Intervention Information ☐ Friendship issues ☐ Legacy ☐ Medical Issues ☐ Nurture Intervention Information ☐ Parent meetings ☐ Positive Handling Used ☐ Safeguarding ☐ SEN ☐ Verbal Abuse

Please use BEHAVIOUR for all behaviour concerns and incidents. CONCERNS - friendships/safeguarding. ACADEMIC CONCERNS - teachers following progress meetings

Behaviour 1 - Where?

Where did this happen?

Behaviour 2 - What?

What happened before the event?

Behaviour 3 - De-escalation

What verbal reasoning or de-escalation did you use?

Behaviour 4 - What were the negative behaviour choices?

What exactly did the child do that you wanted him/her to change?

Behaviour 5 - What did you say/do?

What did you say and do?

Behaviour 6 - What happened next?

Consequence - What happened next due to the behaviour choices?

Reflection

Reflection: What can we do differently next time to prevent this behaviour?

Linked student(s)

Begin typing a student's name Linked student(s)

Type a student's name to link them to this incident.

Positive Handling 1 - Why?

Positive Handling 1 - Why?

Why was it necessary?

Positive Handling 2 - Rate of risk

Positive Handling 2 - Rate of risk

How did you rate the risk posed by the person restrained?

Positive Handling 3 - Amount of force

Positive Handling 3 - Amount of force

How would you rate the amount of force applied by you?

Positive Handling 4 - Any injuries?

Positive Handling 4 - Any injuries?

Were any injuries incurred during or after the positive handling?

Parents Informed	
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Please choose which communication method has been used to inform the parent Incident



Please add any further necessary information here