



BUGLAWTON PRIMARY SCHOOL

Be the Best We Can

Behaviour and Discipline Policy

Policy written by: Mr J Mollard
Governor Committee: Teaching and Learning
Date approved by Governing body: Spring term 2019 (Revised September 2019)
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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 work towards trying 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

Our aims, directed towards all stakeholders at Buglawton, 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 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 be consistent and fair through positive intervention.

This policy has been written with due regard to the school's Safeguarding Policy and the statutory guidance, '*Keeping Pupils Safe in Education 2019*'.

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 reminded in private.

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 effective means of establishing and maintaining positive behaviour.

Our Behaviour Policy:

- 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.

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.

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 around the school.

School Ambassadors

All our year six pupils are designated School Ambassadors, who are positioned along the corridor and have the right to award pupils displaying positive behaviour with team points.

Break times

Should 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. Pupils are expected 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
2. Respect
3. Safe

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 rewards to reinforce positive behaviour.

REWARDS AND AWARDS

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

Team Point Awards:

Every pupil is a member of a colour team (red, blue, green, yellow) and is awarded team points for positive behaviour, achievement, being respectful, being cooperative and making safe choices. These team points are collated weekly and reported on in our Friday assembly. A reward afternoon is awarded to the highest points achieving team. Throughout the year there are various intra-house competitions where pupils work together with their colour teammates (in other year groups) to achieve a common goal. A large display in the school hall reminds pupils of how well their team is doing.

Attendance Certificates

To promote good attendance, certificates are presented to those individual pupils who have achieved 100% at least annually. Weekly Attendance is discussed with the pupils and shown on a display in the hall. Each class attendance is reported on the weekly newsletter each Friday. Any pupil achieving 100% over a school term and year will be presented with a prize.

Stars on Stage

Each Friday, selected pupils from each class are presented with a certificate in our Celebration Assembly – *Stars on Stage*. 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'..

Other rewards may consist of:

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

SANCTIONS

Whilst we are proud of the high standards of behaviour of our pupils, we appreciate that sometimes 'bad' choices can be made. Following school rules and giving rewards to recognise the 'above and beyond' are the best tools to encourage positive behaviour.

Sanctions should:

- 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 their choice in behaviour will be sent home to complete.

When pupils consistently demonstrate 'bad' 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.
- 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.

Staff should always keep calm and keep their emotion when it is most appreciated by pupils, listen, be positive, be consistent, and demonstrate unconditional care and compassion.

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 charts are used to record events. These incidents will also be recorded on an online system, CPOMs.

In extreme cases, fixed-term or permanent exclusion will be considered (see appendix 6 for further explanation).

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 only intervene physically to restrain pupils 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 pupils. (Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013)

ROLES AND RESPONSIBILITIES

Class teacher

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.

The class teachers 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. They also nurture a mutual respect for people and belongings in all pupils.

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.

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. The class teacher records significant classroom 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 should be expected to adhere to this behaviour policy 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 6

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 July 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. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. 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: Mr J Mollard:
Headteacher

Signed: Mr G Hayes:

Chair of Governors



Pupil name: Day: Time: Duration: Report Writer: Staff involved:

| | | | | | | | | |
|---|---|---|--|----------|--|--|--|----------------|
| Antecedents What happened just before the behaviour e.g. Where? Who with? What? | Behaviour What exactly does the child do that you want him or her to change? | Consequence – what happened next? What follows the undesired behaviours? | | | | Different Actions next time to prevent behaviour | | |
| | | | | | | 1 | | |
| Where did the incident take place? Who else was there? What was the activity? | What did the pupil want to happen? What was said to the pupil? | | | | | 2 | | |
| | | What might the child be finding rewarding that makes him / her carry on behaving in this way? | | | | 3 | | |
| Has there been a previous incident? | What were you/other staff doing? | Observable behaviours: 1 self 2 peer 3 staff 4 objects | | | | A What did you try? | | B What worked? |
| | | Hit | | Scream | | Verbal support | | |
| Any relevant comments in home/school book? | What were the pupil's emotions / feelings? | Punch | | Swear | | Verbal instruction | | |
| | | Slap | | Damage | | Withdrawal | | |
| | | Grab | | Threaten | | Success reminder | | |
| | | Scratch | | Strip | | Distraction | | |
| | | Pull hair | | Sexual | | Time | | |

| | | | | | | | | | |
|--|--|-----------|--|--------------|--|--|-----------------------|--|-----------------|
| | | Head butt | | Theft | | | | | PH |
| | | Bite | | Racial abuse | | | Physical intervention | | Complete report |
| | | Kick | | Disrupt | | | Planned ignoring | | |
| | | Spit | | Persist | | | Change of staff | | |
| | | Throw | | Bullying | | | Audience removal | | |
| | | Other: | | Abscond: | | | Choice | | |
| | | | | | | | Other: | | |

Class Teacher:

Information shared on C Poms with: Class teacher SENCo SLT other relevant staff Parents (phone, book, face to face) Other

Professional;

Action taken; meeting SFP review Risk Assessment Behavioural programme referral;

Collation
of info