



Bucknall Primary Behaviour Policy

**Reviewed: June 2017
Next Review: June 2018**

Our Code of Conduct

At Bucknall Primary School we expect everybody to be thoughtful and considerate towards others. We respect everybody in our school, the school building and everything in it.

1. Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Everyone in our school community is entitled to:

- respect
- teach and learn
- be safe

We believe that this can be achieved if clear expectations concerning behaviour are agreed and upheld fairly throughout our school community.

We aim to approach behaviour management throughout the school in a positive and consistent way.

We aim to teach children how to solve problems by thinking things through, discussion and negotiation.

We aim to help our children develop responsibility for their actions by seeing the links between behaviour and the consequences of their actions, both positive and negative.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as we believe that this will develop a positive ethos of co-operation. This policy is designed to promote good behaviour, rather than merely to deter negative behaviour.

Behaviour for Learning

Pupils should demonstrate...

- ✓ positive attitudes to learning, including taking pride in their work and learning.
- ✓ that they are making progress over time and within the lesson/session.
- ✓ a commitment to improving their work and learning (marking/feedback and how this is acted upon).
- ✓ good listening and enquiry skills when the teacher is teaching (T).
- ✓ the ability to practise new skills with support (P).
- ✓ the confidence to apply new learning with increasing independence (A).
- ✓ positive attitudes and strategies to tackle challenge.

Approaches to learning will reflect...

- ✓ creative approaches in order to engage learners.
- ✓ opportunities for concrete/sensory experiences.
- ✓ rich first hand experiences that stimulate language and understanding, provoke thinking and create a purpose for learning.
- ✓ opportunities to discuss and explain (collaboration).
- ✓ appropriate pitch and challenge for all learners.
- ✓ clear modelling by supporting adults.
- ✓ effective feedback that deepens learning and guides improvement.
- ✓ equality of opportunity.
- ✓ the development of pupils' reading, writing and communication skills (and when appropriate maths skills) across the curriculum.
- ✓ appropriate adult interactions:
 - communicating and modelling language
 - showing
 - explaining
 - demonstrating
 - exploring ideas
 - encouraging
 - questioning
 - recalling
 - providing a narrative for what they are doing
 - facilitating and setting challenges.

Structure of the Behaviour for Learning System

At Bucknall we want our behaviours to help us to become:

- Resilient;
- Resourceful;
- Ready;
- Responsible and
- Reflective.

We can achieve this by being:

INSPIRATIONAL:

A good example of something that makes someone want to do something or that gives someone an idea about what to do or create.

ASPIRATIONAL:

A strong desire to achieve something high or great

Characteristics:

Resilient learners can:

- Draw on self-belief that they can succeed and remain optimistic, even when things are difficult
- Recognise and manage their emotions so they are able to continue with their learning
- Use different learning and memory approaches when stuck

Resourceful learners can:

- Make the most of learning opportunities and the environment
- Develop tools to make their learning more effective. Such as using IT/ Books and others
- Communicate effectively in different ways
- Apply what they have learned in different contexts.

People showing readiness are:

- Are motivated towards learning
- Are in a positive mind to learn
- Can set their own goals and targets
- Can manage their own learning

Responsible learners can:

- Understand and express their own areas of strength and weaknesses in learning
- Take ownership of their own learning and plan and set targets
- Think about others as learners and ask for and offer help when needed
- Work alongside others to learn effectively

A reflective learner can:

- Stop and reflect e.g. ask questions, observe, and look for patterns
- Make connections between what they are learning and other areas of life
- Evaluate their learning
- Use different learning and memory approaches

Gold - Aspirational

Actions:

You have shown you are have been regularly showing you are a 5R learner. This may be one or more of the 5Rs.

This is aspirational and shows you are developing into a brilliant life-long learner.

Consequence:

You will receive a gold card to go home this will also be displayed on the achievement board in school and celebrated, with your permission, at celebration assembly. A prize will be given to remember your achievement by.

Date

Silver - Inspirational

Actions:

- Show examples that you are becoming one of the 5Rs
- It should inspire others to become Gold learners which is the aspiration of the school.

Consequence:

Name moves to silver after a short discussion with an adult and the learning group/ class. Inspirational learning should inspire others.

Date

Green

Actions:

Hands up/ thumbs out to speak in class
Sitting sensibly
Actively listen to everyone
Respect and polite to everyone
Trying hard in everything you do

Consequence:

Well done, you've had a brilliant Bucknall day!

Date

Amber

Actions:

- Shouting out
- Not being polite
- Not following simple instructions, for example: sitting properly on the carpet, listening, completing tasks

Consequence:

Name is moved to **AMBER** after a short discussion with an adult. A change of behaviour will result in you moving back up to **GREEN**.

Date

Red

Actions:

- Swearing
- Violence
- Persistently disruptive
- Stealing

Consequence:

A letter and phone call home potentially resulting in reduced responsibility/ freedoms.

Date

2. Rewards

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

- A non verbal approval / gesture
- Verbal praise on an individual basis
- Class and team based rewards
- Written comments in books
- Displaying / sharing work in class / whole school
- Written comments about behaviour in reports to parents
- Taking work to other classes/staff
- Termly and end of year awards (shared at Parents Assembly)
- Certificates / stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or behaviour in school;
- Special responsibilities
- Child to see the Headteacher for verbal praise, a sticker or a written reward.
- Letters sent home from the Headteacher each term for children who staff are particularly pleased with

The school acknowledges all the efforts and achievements of children, both in and out of school.

3. Consequences

The school employs a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Amber

- Offender/offended given time to discuss & resolve
- An apology - verbal or written
- Change of seat
- Redo task
- Loss of privilege
- Miss varying amount of playtime / lunchtime depending on the nature of misbehaviour

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class or misbehaves repeatedly, we move the child away from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of all children is paramount in all situations.

If a situation is not resolved at Stage 1, or in the case of a more serious incident, Stage 2 consequences will be implemented.

All red behaviour must be informed immediately to the Senior Teacher or Executive Headteacher. The relevant class teachers should also be informed before a decision is made. This allows for all information to be included and consider the bigger picture.

Red Stage 1 Consequences

- Talk with the child and agree contract of acceptable behaviour
- Write a letter of apology
- 'Time out of class' with another member of staff
- Child to see headteacher or designate
- Discussion with parents / carers
- Exclusion from activities (e.g. visit) on health and safety grounds

If any of the above behaviours persist despite sanctions, the headteacher will inform the parents and a positive behaviour management programme will be set up and/or

support sought from an outside agency e.g. emotional and behavioural support service.

If Stage Two consequences have not resolved a situation, or in the most serious cases (e.g. violence, dangerous behaviour, abusive behaviour), then more serious consequences will be implemented.

Red Stage 2 Consequences

- Any of the previously listed sanctions plus:
- Exclusion at lunchtime
- Exclusion from school for a fixed term of permanently
- Governing Body will be informed

More serious behaviour problems are recorded in the behaviour log, and the appropriate action is taken after discussion with the headteacher.

These include:

- Repeated breaking of school/classroom rules
- Abusive behaviour - bullying, racist remarks, swearing, answering back in a disrespectful manner, physical violence, destruction / removal of property, anti-social behaviour
- Behaviour which prevents other children learning and/or the normal running of school
- Dangerous behaviour - loss of self control, temper tantrums, breaking health and safety rules, putting himself/herself or others in danger

4. Bullying

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

5. Physical Contact

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

It is the policy in this school to comfort children appropriately, who are distressed for whatever reason. (e.g. to touch with their hand on the child's shoulder, to put an arm around their shoulder, to hold their hand, younger children may sit closely with an adult for a short story, rhyme etc. until they are comforted) Therefore appropriate physical contact is accepted in our school to comfort and encourage children.

Any new statutory government rules will be followed and will supersede our own policy.

6. The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

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

7. The role of the 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 children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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. Both these actions are only taken after the school governors have been notified.

8. The role of parents and carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate 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 the school has to use reasonable consequences for a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

9. The role of the governing body

The governing body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

10. Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher 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 pupil 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

11. Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records major incidents. Lunchtime supervisors give verbal details of any incident to the class teacher or headteacher and any major incidents are recorded.

The head teacher keeps a record of any pupil who is excluded 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.

12. Review

The governing body reviews this policy regularly. The policy will be reviewed if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was reviewed June 2017