

# BUCKINGHAMSHIRE COUNTY COUNCIL



## Buckingham Primary School Behaviour Policy

**Adopted by Governors Full GB: September 2019**

**Date of next review: September 2020**

**Signed: ..... Date: .....**

**Jock Fraser - Chair of Governors**

# Buckingham Primary School

## Behaviour Policy

- **Aims of Policy**

- Create a safe, happy and purposeful school community – children, staff & parents.
- Develop relationships which encourage an ethos of mutual respect and trust.
- Enhance self-esteem through positive re-enforcement and praise and through valuing the contributions groups and individuals make to the school community.
- Work collaboratively to agree strategies to promote positive behaviour and to modify unacceptable behaviour which can be applied consistently by all those working in the school.
- Communicate to all those involved, systems of rewards and consequences adopted in order to engage and enlist the support of everyone in encouraging appropriate behaviour
- Encourage self-discipline so that appropriate behaviour can be maintained beyond school and in the wider community.

- **Rights of Everybody**

- Feel safe, happy and secure
- To learn and make the best possible progress
- To play without being disrupted or feeling threatened by others
- To be listened to and treated fairly and with sensitivity
- To know that bullying is unacceptable and will not be tolerated

The standards of behaviour within school clearly affect the performance of everyone connected with it. It is therefore vital that there is a clear understanding by all concerned - children, parents, teachers and governors - of what the school is trying to achieve through implementation of its policy.

All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of its content, the teaching and learning methods through which it is achieved and the variety of resources used (e.g. television, literature etc.) are important influences on pupil behaviour.

Teaching and other resources are therefore equally distributed throughout the school, regardless of children's ages or abilities, to take into account the needs of all pupils. The Headteacher and teachers also take full account of the implications for pupil behaviour when arranging groupings of pupils throughout the school and within the classroom, whenever this is possible.

The teaching staff recognise the importance of their pastoral role and endeavour to create a school climate in which all of its members are valued regardless of race, culture, gender and educational needs.

The Headteacher and staff endeavour to be alert to all signs and types of bullying and deal firmly with all such behaviour based on clear rules. Support for the victim is an important element when bullying takes place.

The Headteacher and Special Educational Needs Co-ordinator should ensure that there is regular and effective communication between the teaching staff and support services where there is a significant behaviour problem and that these services are involved as soon as possible in modification of behaviour. The school should, whenever possible, ensure that the educational needs of pupils with emotional and behavioural difficulties are assessed and met with the support of these external services, where applicable.

Teachers should appreciate that poor attendance could be a possible indicator of emotional and behavioural problems at school and follow this up, if necessary, with the parent and/or the Family Resilience Team.

The staff emphasises care of premises to the pupils who are allocated responsibilities in order that they make their own contribution towards its maintenance. When moving about the premises, staff should be aware of and take responsibility for pupils' behaviour, consistently applying the school expectations.

The school expectations, attached as an appendix to this policy, set out the standards of behaviour expected from children at the school. These are brought to parents' attention before a child starts at the school and to children during the everyday operation of the school, during assemblies and during class contact time.

The Headteacher should be made aware of any problems during lunchtime supervision and devise suitable schemes for the distribution of resources; human and otherwise. The Headteacher recognises the part played by teaching staff who supervise lunchtime activities on a voluntary basis. The quality of supervision exercised by the midday supervisory staff is also crucial and includes the role played by designated play leaders. Staff should inform lunchtime supervisors via the book kept in the office of any issues relating to children. The lunchtime supervisors all keep a log of any incidents.

The role of parents is also central to the effective development of correct behaviour patterns in school. To this end the teaching staff should ensure that parents receive positive and constructive comments on their child's work and behaviour as a matter of course. Through these, a partnership with parents should be developed as an aid to promoting good behaviour. This partnership is recognised in the **Home/School Agreement** which is signed by the Headteacher and parents on their child's entry to school. When disciplinary problems occur, the Headteacher and

teachers should involve parents at an early stage. The school provides a welcoming environment for parents and encourages them to work alongside teachers in the classroom.

Parents are made aware of the channels of communication available to them and are encouraged to take full advantage of these to develop good working relationships with teachers in order to help their children become constructive members of the school community. We would encourage parents to discuss concerns with the class teacher before raising them with the Headteacher.

The Headteacher and teachers encourage the participation of pupils in the discussion of the school expectations and classroom expectations.

Pupil records cover pastoral as well as educational development and include a range of achievements and personal qualities.

The school recognises the practical and educational value of good relations with outside agencies, including the police and promotes the development of school - police liaison projects.

Supply teachers, when used, form an integral part of the teaching team and the school ensures there is a welcoming and supportive environment for them and they will also be given a copy of the school expectations.

Through its behaviour policy the school ensures that a balance exists between rewards and punishments, with an emphasis being placed on the former whenever possible.

The Headteacher and staff ensure that the school rules are applied fairly and consistently, but that there is flexibility in rewards and punishments to take account of individual circumstances, including gender, race and special physical, emotional and educational needs.

All incidents are logged by all staff using CPOMs.

The punishment of whole groups and punishments which humiliate pupils is not acceptable. Positive behaviour will be reinforced through the curriculum and assemblies.

## **Promoting Good Behaviour**

### ***In class***

#### Whole school

- Expectations on display
- BPS Way on display
- Points system for the children to earn individually & in groups, towards certificates and Houses
- The use of class assembly time to celebrate positive behaviour and good choices
- In-class monitoring
- Extra privileges in class e.g. giving additional jobs or responsibilities (points collections, nursery)
- Visual 'Learning Choices ladder' displaying children's behaviour choices and readiness to learn (in KS1 and Years 3 & 4). (See Appendix 2)

### ***In year group assemblies***

Opportunity for pupils to celebrate achievements in and out of school; developing self-esteem and promoting good.

### ***In Key Stage assemblies***

#### ***KS 1***

Friday celebration assembly - presentation of 'Superstars' of the week

#### ***KS 2***

Friday celebration assembly – Celebrating personal best related to children's achievements

### ***Other opportunities to celebrate include:***

**Citizenship award:** Termly award recognising individual pupil's contribution to the wellbeing of others in the school.

**Improvement award:** Half termly award, recognising improvement in work and/or behaviour over the half term.

#### **Musical evenings and concerts**

**Certificates** recognising sporting achievements, i.e., festivals.

#### **Charlie Saunders Cup**

**Announcement** of sporting and other significant achievements in newsletters and assemblies.

## **Behaviour Expectations**

Children should follow Whole School and Playground Expectations (see Appendix 1)

All children use the 5 step Debug system:

- Decide to ignore
- Exit, walk away
- Be friendly
- Use a firm voice
- Get adult help

## **Additional Support:**

Some children will be identified as requiring additional support with regard to Emotional, Social and Behavioural concerns, these will occasionally be linked to mental health needs. In these cases, the SENDCo and Senior Leadership Team will work closely with the class teacher and parents to ensure a suitable behaviour plan or Pastoral Support Plan (PSP) is in place and reviewed and adapted regularly. A PSP may include some of the following strategies:

- Reduced timetable
- Additional support in lessons or during transitions
- Sticker charts
- Incentives to earn rewards
- Peer working opportunities
- Pastoral support programmes, including 'Happy to be me' nurture programme or 1:1 nurture support.

Advice is often sought from Outside Agencies to contribute towards a PSP.

However if these preventative measures are not utilised effectively the school has a clear strategy for management of negative behaviour.

## **CONSEQUENCES FOR DISPLAYING NEGATIVE BEHAVIOUR**

Children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate for the situation it is sometimes necessary to use a punishment. Before doing so a cause for the behaviour should be sought. (Is the work set inappropriate or too difficult? Has the child been provoked?).

In this case it might be necessary to attempt to deal with the cause, before giving a punishment.

If a punishment needs to be given, a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions a certain degree of flexibility should be allowed for individual circumstances. However the policy must be seen to be fairly applied to all children.

The school system can be divided into three levels. These are applied at the teacher's / Headteacher's discretion after considering both the nature of the particular offence and the persistence of the individual concerned.

**1. Low Level (responding to low level disruption, e.g. calling out in class, being off task, out of seat, talking with peers)**

- a. Use of internal monitoring system
- b. Correction of wrongdoing.
- c. Verbal warning.
- d. Temporary confiscation of objects that relate to the bad behaviour.
- e. Re-doing work that is poorly attempted or completing unfinished work at home.
- f. Moving children elsewhere in the classroom on a temporary/permanent basis (e.g. splitting up a disruptive group).
- g. Missing a play or lunch break or minutes off (with class teacher – parents always informed).
- h. Taking off a house point.
- i. Regular liaison with parents on an informal basis (at the end of the school day, when appropriate or a phone call).
- j. Behaviour monitoring card.

**2. Medium Level (responding to disruptive behaviour, e.g. when other pupil's learning is being hindered by repeated or disrupted behaviour)**

- a. Children may be kept in lunchtime detention under the supervision of their class teacher. The parents are informed verbally by the class teacher. In addition, a letter is sent home stating the reason for the detention. It should be acknowledged by the parents. Lunchtime detentions should be recorded on CPOMs.
- b. Letters of apology written and shared.
- c. Behaviour plans in place and shared with support / cover staff.
- d. Lunchtime / break time reports or charts.
- e. Child may be sent to Assistant Head.
- f. Internal exclusion.

**3. High Level (responding to extreme disruptive/unacceptable behaviour, e.g. aggression, physical or verbal anger, inappropriate language or disrespectful actions)**

High level punishments come into play when the Level 2 punishments have been implemented or when the offence is so serious that it warrants immediate High Level punishment.

This level will automatically trigger an invitation for the parent to meet the Headteacher with or without the class teacher to discuss the matter. This does not prevent a parent meeting with the Headteacher/ teacher to talk about the situation at an earlier stage.

The punishments at this level include:

- a. A monitoring system, which should take the form of a book in which behaviours are noted (good and poor). This may start off internally, but the usual practice will be to send this home daily for parents to sign and return.
- b. For poor behaviour relating to the lunchtime session a parent may be required to remove their child from the premises during the lunch period.
- c. External agency support, e.g. PRU

d. For continued misbehaviour or for behaviour of a very serious nature a fixed exclusion may be considered. This will follow the nationally agreed procedures for the exclusion of pupils.

### **School Visits/Residential Trips**

Participation in school visits or residential trips is a privilege, not a right. Children who persistently misbehave may be excluded from day and residential visits. This is to ensure the safety and well-being of all other children.

### **Monitoring and Evaluation**

This policy will be regularly monitored and evaluated, with the means of maintaining high standards of behaviour regularly re-appraised. The effectiveness of the policy will be measured by:-

- A reduction in the number of children being sent to the Headteacher
- A reduction in the number of children referred to external agencies
- A reduction in the number of children referred to the Assistant Headteacher
- Fewer incidents of disruption in class (recorded on CPOMs)
- Fewer incidents of detention – lunchtime or after school

To support all school staff with implementing the Behaviour policy some guidance notes have been drawn up:

- |            |  |
|------------|--|
| Appendix 1 | Whole School and Playground Expectations at Buckingham Primary School                              |
| Appendix 2 | BPS KS1 / Lower KS2 Behaviour Management System – Choices Ladder                                   |
| Appendix 3 | Guidance on dealing with aggressive and/or poor behaviour and pre-empting inappropriate behaviour. |
| Appendix 4 | A Hierarchy of Consequences  |



## Appendix 1

A copy of the expectations should be displayed in every classroom and discussed with the children at the beginning of every term and at other relevant times:

# WHOLE SCHOOL EXPECTATIONS

At Buckingham Primary School:

We behave with care and consideration towards other people and their property.

We are well mannered and show respect to everyone we meet at school.

We always try to understand other people's views.

*We make it as easy as possible for everyone to learn.*

We are considerate and move about the school sensibly.

We listen.

We take care of our school property and the environment.

As pupils:

We always try our best at all times.

We are proud to wear our school uniform.

We are only in the school building during lesson times.

We are ready to start lessons with all equipment ready.

# Buckingham Primary School

## Playground Expectations

We walk directly and calmly to and from the playground and class.

We play sensibly and respectfully towards others.

Only balls provided by the school can be used.

We may take our own books onto the playground.

We behave appropriately in the quiet area (no running, shouting, climbing).

We sit, stand or walk slowly to eat our fruit or healthy snack.

We do not go on the field before school.

We do not climb trees or play with sticks.

We always stay in sight when we are on the field.

We do not hurt anyone.

We are polite and listen to all adults and care for each other.

If you feel sad or lonely you can tell an adult or you can sit on the friendship bench.

We put the equipment away when the early whistle is blown.

When the whistle is blown once we stop and stand silently. When the whistle is blown again, we walk sensibly to our line. We stand silent, straight and still.

We only play football on the Astro during football club (timetable posted on PE cupboard door).

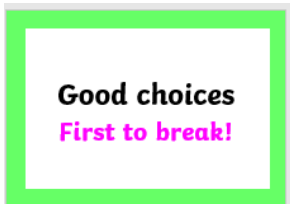
## BPS KS1/Lower KS2 Behaviour Management System - Choices Ladder



**Reward:** Certificate is written and sent home



**Reward:** Children here at the end of the day receive a sticker



**Reward:** Children here at break or lunch get to line up and get out first.



**All children start with their named peg on this card.**



When moved here, the child is given 'thinking time'. The child's name is only on this card for a short period of time while they reflect on their choices. They may need moving within the classroom to remove them from the situation in which they are not making the right choices. A clear instruction is given by the adult "I want you to show me...[positive behaviour]". If they show this, they move to 'Ready to Learn'. If the behaviour continues, up to a minute is given for the child to respond. If they do not, their peg is moved to 'Make better choices'. If they respond positively, their peg is moved to 'Ready to Learn'.



Children here at break or lunchtime stay in for **five minutes** and parents are informed. If they are here at the end of the day, they miss the five-minute fun class activity (e.g. team building game). This activity isn't an extra 'play time'.

Children are expected to move up the ladder throughout the day, not in a single lesson. The choices ladder measures sustained positive behaviour choices throughout the day.

If a child is on one of the positive behaviour cards and begins to lose focus / make negative behaviour choices, their peg is moved down to 'Think about it' if they do not respond to verbal reminders.

The BPS class points system runs alongside the Choices Ladder to reinforce positive behaviour choices.

Movement of pegs up the ladder reflects identification of positive learning behaviours and class / school expectations.

## **Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour**

At all times your behaviour will have a big impact on how the children will respond to you and others.

We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.

We are always respectful of others; never belittle, humiliate or deliberately embarrass children.

Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

If you feel that you are losing your temper, stop or walk away and ask someone else to deal with the situation.

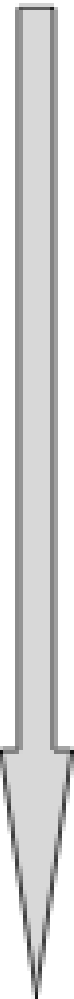
Use physical intervention as a last resort (See Positive Handling Policy).

Don't greet a child's anger with your own, be calm and rational.

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Use positive phrases calmly – 'I can see you're upset, come with me and... , You talk when you are ready and I will listen'. Try to distract, relocate or change their activity instead. Finding a quick job to do could do this, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards, which can be associated with poor behaviour.

Appendix 4



A Hierarchy of Consequences	
Non verbal messages	'The Look', focusing on the pupil who is not behaving appropriately, visual prompts such as finger to lips, model behaviour for children to mirror; sitting straight, folding arms etc.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child at an appropriate time.
Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour 'Jane, turn around thank you.' 'James give Tom his pencil, thank you.' The use of thank you rather than please is a subtle way of showing you expect compliance rather than asking for it.
Expectation reminder	Restate the relevant rule – 'Scott our expectation is that we put our hands up to answer.' 'Amy remember the expectation about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour. 'What <b>should</b> you be doing?' rather than 'What are you doing?' (Children will avoid answering this – an admission of involvement in the inappropriate behaviour)
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be given a sanction appropriate to the behaviour.