



**Old Buckenham  
Primary School**

## **Behaviour Policy**

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Review Body	Teaching staff
Approved	By the Governing Body
Next Review Due	Annually – June 2019

### **Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office.

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature \_\_\_\_\_

Julia Humphrey, Executive Headteacher

Date:

Signature \_\_\_\_\_

Tom North, Chair of Governors

Date:

# **Behaviour Policy**

## **Introduction:**

At Old Buckenham Primary School we want to make sure that our children are happy as we all know that children learn best in a happy, secure and friendly environment. We strongly believe that every child and adult in the school has the RIGHT to be in an abuse free environment and that every child and adult has the RESPONSIBILITY to be in control of his or her own behaviour.

We have therefore developed this policy to enable us to fulfil our vision, which is:

*At Old Buckenham Primary School every child counts. We believe in developing a child's intellectual, creative, emotional, physical, spiritual and moral aspects of their personality. This takes place in a caring and supportive school that has strong links with the local community.*

*We want our children to be confident and healthy individuals, successful learners and responsible citizens.*

## ***Inspiring Learning for Life***

This policy has been written through consultation with staff, children and parents and is reviewed at least once a year.

## **The Benefits of Good Behaviour:**

At Old Buckenham Primary School we believe that when staff, pupils and parents value good social behaviour:

Children will:

- Learn what good behaviour means;
- Learn to care for one another;
- Learn the value of friendship;
- Develop self confidence;
- Reach their true potential in academic studies.
- Develop, learn and use effectively a range of social skills that relate to maintaining good behaviour.

Teachers are able to:

- Teach effectively;
- Meet the needs of individual pupils;
- Work in partnership with parents for the benefit of the children;

Parents will:

- Feel confident that their children are growing personally, socially and academically;
- Know that their children receive support when they need it;
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

We strive to work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically. Parents are asked to read, agree to and sign a Home School Agreement for Behaviour annually and join in the review of the school policy.

## Our Golden Rules

We expect all pupils, parents and staff to respect everyone and everything in our school. This aim is translated into a 'Code of Conduct', which has been taken from the Jigsaw (PSHE Scheme) Charter and written in a form that is easily understood by all our pupils by the School Council:

## Our Learning Charter

### Rights

At Old Buckenham Primary school we have the right to:

- Learn
- Be listened to
- Feel safe
- Be respected
- Build relationships

### Rewards

- Praise
- Jigsaw reward time
- Stickers
- Special mention certificates
- Jigsaw stickers and certificates
- Team points
- Special team point leaves

### Responsibilities

At Old Buckenham Primary school we have the responsibility to:

- Allow other to be listened to and heard
- Listen to others
- Treat people with respect and kindness
- Always work to the best of your ability
- Be honest
- Keep others safe
- Be polite and show good manners

### Consequences

- Reminder
- Verbal warning
- Moved
- Unable to gain jigsaw reward minutes
- Time out in another classroom
- Visit Headteacher or Head of School
- Parent/Carers informed

These rules also apply to behaviour outside of school (i.e. on visits and residential trips) or when children are in school uniform.

### Within each Classroom, the Golden Rules or the Non-negotiables are:

Respecting your own and each other's property and personal belongings.

Show respect for others.

Avoid disturbing people when they are working.

To talk to each other and adults politely. Do not speak when others are talking.

Respond to adults appropriately.

Accept responsibility for your own behaviour and apologise if necessary.

Remaining in the classroom, unless given permission to leave.

Focus on the task set and work to the best of your ability.

Looking after the school building and equipment.

### **Behaviours that are unacceptable include:**

- Stopping others from working.
- Refusing to follow a simple instruction.
- Name calling/verbal abuse or any kind of inappropriate language.
- Fighting or deliberate acts of violence.
- Stealing or damaging property.
- Leaving the classroom or the school grounds without permission.
- Deliberate acts of disrespect (eg. rolling eyes, kissing teeth, negative body language etc)
- Bullying (a series of deliberate acts to upset or harm another person)

### **To encourage 'good' behaviour:**

- Staff will follow the guidance in this policy
- Teachers will establish the class 'ground rules' through the Jigsaw PSHE Scheme at the start of each school year, revisiting them throughout the year through the PSHE themes
- Teachers will have a class rewards system in place which is established with the class
- All staff will recognise, highlight and praise good behaviour as it occurs.
- All Staff will reward positive behaviour with team points
- Staff will encourage older children to become more self-motivating and less dependent on rewards.
- Desirable attitudes and skills will be taught during Religious Education (RE) and Personal, Social and Health Education (PSHE) lessons, whole school, class and house assembly times
- Teachers will work with parents, speaking to them about the positive behaviour as well as the inappropriate behaviour.

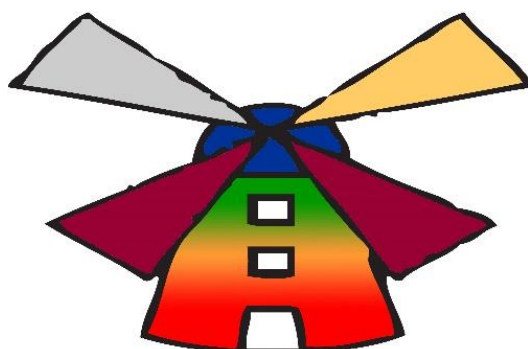
### **Children will be rewarded for good behaviour through,**

- Praise from members of staff
- Team points
- Stickers
- Children exhibiting especially good behaviour, kind deeds or producing good quality work may be sent to the Head teacher or Head of School for a reward
- Being awarded 'Special Mention' in Celebration Assembly – photograph is displayed for the week in the school foyer
- Team points will be totalled over time and leaves for Bronze, Silver and Gold awarded to children through Celebration Assembly
- Team points will be totalled each week for each team and announced in Celebration Assembly – this will encourage team work
- At the end of each half term the leading team will be rewarded with a non-uniform day
- Over the week, children will earn the opportunity, through positive behaviour, to join in a 'Jigsaw Time' activity on a Friday afternoon.

### **To discourage inappropriate behaviour:**

#### **All Staff will -**

- Use tactical ignoring and praising peers who are exhibiting the desired behaviour;
- Using the 'rainbow' or traffic light approach to behaviour management in class for example:



- This will involve all children beginning the day on the green
- If needed, a child would be given a warning and reminded of the rules. Staff should make sure that they are clearly telling the child what they are doing which is not acceptable so that children understand what they are doing and have the opportunity to correct it
- Being spoken to a second time would result in the child's name being moved 'down' to 'think about it' onto orange
- If the child has to be spoken to a further time then they would be given a consequence as decided by the teacher and moved to red. This will involve a loss of privileges such as missing at least five minutes from the next playtime or a class event
- The child may also be removed from the class, group or activity and taken to the HOS or Head depending on the nature of the behaviour.
- Here they will be asked to reflect in which they would be asked to name the rule/s they had broken i.e. name the action and then consider how they can make amends / put the situation right. The emphasis will be on what they need to do to turn the situation around.
- If a pattern of behaviour emerges, the class teacher will inform the parents. If this pattern continues, the Headteacher will invite the parents in to discuss a way forward.
- Every child should see that they are moved back to at least green by end the day – this may be because they have shown some outstanding learning behaviours that follow on from their time on red or orange, or because the teacher has reminded them that 'tomorrow is a fresh start, and we want to see positive behaviours tomorrow.'

#### **The Head of School / Headteacher will -**

- Make appropriate records of the behaviour and take appropriate action with may include exclusion from class activities, loss of privileges or fixed term exclusion from school. Parents will be informed of the sanctions put in place.

#### **Lunch and playtime:**

Lunchtime Behaviour Guidelines have been produced to ensure that our mid-day assistants act in a consistent way and parents and pupils understand what is expected of our children during the lunchtime period.

To enable all our pupils to enjoy safe, happy lunchtimes, we have a set of lunchtime rules -

#### **In the dinner hall**

Children are expected to:

- Show good table manners
- Talk quietly to those on their own table
- Speak politely to adults
- Put up their hand if they need to ask for anything
- Remain seated unless told otherwise
- Leave the dinner hall in a quiet manner when dismissed

Children who do not behave appropriately will

- Be reminded of the expected behaviour
- Be made to sit alone on a table
- Be taken to a member of staff if necessary

#### **On the field / playground**

Children are expected to:

- Play sensibly
- Keep out of 'hidden areas' and the ditch.
- Respect play equipment, rules and rotas
- Report any problems and accidents to the staff on duty

Children who do not behave well will be

- Reminded of the expected behaviour
- Be told to have time out and stand on the side of the playground or next to an adult
- Be taken to a member of staff if necessary

Playtime rules are displayed around school on posters some of which, were designed by the children

### **Physical Contact with Children:**

Staff have the authority to apply reasonable force as a measure to prevent a child from harming themselves, others or causing damage to property.

### **Confiscation of inappropriate items**

The law allows school staff to confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day.

Note - Weapons and knives would be handed over to the police. Staff (two together) may search bags for inappropriate items if they have good reason to believe that a child is hiding an inappropriate item.

## **Exclusions**

### **Fixed term Exclusions**

A child who gets into serious trouble at school can be excluded for a fixed period of time.

Schools can exclude a child if:

- They have seriously broken the school rules
- Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Examples of the reasons for excluding a child might include:

- Racial abuse
- Physical assault
- Verbal abuse
- Theft
- Damage to property (school and others)
- Sexual impropriety
- Bullying
- Disruptive behaviour

**Any child, including Special Needs children,** assaulting a member of staff may receive a Fixed Term, or Permanent Exclusion from school, depending on the severity of the attack. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.

It is only the Headteacher or Head of School who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

The school will contact the parents/carers on the day the exclusion is given. A letter explaining

- the period and reason for exclusion,
- the parent's duty during the first 5 days of any exclusion to ensure that the child is not present in any public place during normal school hours.

If a child is excluded for longer than one day, the school will set work for them and mark it on return to school.

### **Strategy for dealing with uninhibited dangerous behaviours**

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority
- A risk assessment is carried out and if appropriate the child must be isolated from other children.

- Full accounts must be written, dated (including year) and signed by all concerned including any pupils involved. It must be decided at this point if a County Incident form is to be completed (this is kept in the school office)
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows
  1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity of the behaviour
  2. Exclusion from school for a limited period
  3. Exclusion from school permanently
- For pupils with a known problem it would be expected that a programme of support in place where particular behaviours are targeted for action and where monitoring is happening, for example a PSP (pupil support programme), identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
- The chair of Governors and/or the designated child protection governor should be informed.
- Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
- The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

### **Taking Account of SEN, disability and the circumstances of vulnerable pupils**

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEN condition.

Children with a Personal Education Plan (previously known as IEP)/Statement of Special Educational Needs/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

### **This policy should be read in conjunction with –**

The Anti-Bullying Policy

The School's Local Offer of SEND