



Old Buckenham Primary School

Behaviour Policy

'Inspiring Learning for Life'

Author/Edited by	Helen Mitchell
Date	September 2021
Executive summary	This policy has been reviewed by staff
Review body	Teaching Staff
Endorsed by	Governing body
Review frequency & next review date	Annually September 2022
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

Introduction

At Old Buckenham Primary School and Nursery we want our children to 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 has the RESPONSIBILITY to be in control of his or her own behaviour.

This policy will be consistently applied for all pupils. It is recognised that the systems and methods may require a personalised approach in addition to or in place of the whole school system for some pupils with additional needs or those who are experiencing barriers to their learning.

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 and Nursery we believe that when staff, pupils and parents value good social behaviour socially:

Children will:	Teachers are able to:	Parents will:
Learn what good behaviour means.	Teach effectively.	Feel confident that their children are growing personally, and academically.
Learn to care for one another and learn the value of friendship.	Meet the needs of the individual pupils.	Know that their children receive support when they need it.
Reach their true potential in academic studies.	Work in partnership with parents for the benefit of the children.	Feel welcome in school to discuss their children's progress in a positive atmosphere.
Develop self-confidence.		
Develop and use effectively a range of social skills that relate to maintaining good behaviour.		

We strive to work with parents to encourage all of 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.

Behaviour Strategies

Quality first teaching is recognised as the primary strategy in promoting good behaviour. Monitoring and evaluation of behaviour takes into consideration the quality of teaching as a significant factor. Good practice is shared amongst staff, and where appropriate forms part of the staff's professional development programme. We aim to establish and maintain good behaviour by providing:

- an organised learning environment
- clarity in our messages and instructions to pupils

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- effective strategic and long-term planning
- good communication between staff
- inclusive practices
- reflecting and improving systems and procedures

Inclusive Approach

The school recognises that pupils with additional needs, those with specific barriers to learning and those that are vulnerable may at times require additional support to achieve the aims and principles of this policy. For those pupils, the systems are modified in one or more of the following ways:

- with a Target Chart
- with a Pastoral Support Plan
- with an Inclusion Plan
- any other strategies that meet the needs of the pupil

These amendments are considered alongside the parents, pupils and any other external agencies supporting the pupil, such as Educational Psychologists or counsellors.



Our Code of Conduct

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 through the School Council:

Rights	Rewards
<ul style="list-style-type: none"> • To learn • To be listened to • To feel safe • To be respected • To build relationships 	<ul style="list-style-type: none"> • Praise • Jigsaw reward time • Stickers • Special mention certificates • Team points • Special team point leaves • Use of behaviour windmill
Responsibilities	Consequences
<ul style="list-style-type: none"> • To allow others to be listened to and heard • To listen to others • To treat people with respect and kindness • To always work to the best of your ability • To be honest • To keep others safe • To be polite and show good manners 	<ul style="list-style-type: none"> • Reminder • Verbal warning • Moved • Unable to gain Jigsaw reward minutes • Time out in another classroom • Visit Headteacher • Use of behaviour windmill • Parent/ Carers informed

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The following constitutes a list of the types of behaviour we expect and that which we deem as unacceptable. These are known as our non-negotiables.

<p style="color: green;">This is the behaviour we expect from all children at Old Buckenham Primary School and Nursery</p> 	<p style="color: red;">This behaviour is not acceptable at Old Buckenham Primary School and Nursery.</p> 
<ul style="list-style-type: none"> ✓ Respecting your own and each other's property and personal belongings ✓ Showing respect for others ✓ Allowing others to work without disturbance ✓ Talking to each other and adults politely. Do not speak when others are talking. ✓ Responding to adults appropriately ✓ Accepting responsibility for your own behaviour and apologise if necessary. ✓ Remaining in the classroom unless given permission to leave. ✓ Focusing on the task set and work to the best of your ability. ✓ Looking after the school building and equipment 	<ul style="list-style-type: none"> ✗ Stopping others from working. ✗ Failing to follow a simple instruction. ✗ Name calling ✗ Deliberate acts of disrespect (e.g. rolling eyes, kissing teeth, negative body language etc) ✗ Foul and abusive language (swearing) ✗ Leaving the classroom without permission ✗ Stealing or damaging property. ✗ Fighting or deliberate acts of violence ✗ Leaving the school grounds without permission.. ✗ Bullying (a series of deliberate acts to upset or harm another person)

Positive Behaviour Strategies

Behaviour Windmill

To recognise and encourage positive learning behaviours we use a traffic light approach known as our Behaviour Windmill. Each class has a large version of the Behaviour Windmill displayed in the classroom. We talk to the children about the good behaviours and attitudes linked in order to encourage developing the following values: resilience, reflection, problem-solving and teamwork. When children are demonstrating these in a purposeful way the class teacher will point these out to the children as positive learning behaviours and may move the children up the windmill to bronze, then silver and ultimately, gold.

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Here at OBPS&N we have decided that the following virtues of Character Education link well to our positive behaviour for learning choices (B4L).

Resilience	Problem solving	Reflection	Teamwork
Having courage to give all learning a go. Having determination to keep going, even when it's tough. Not being distracted by others or from their learning.	Asking useful questions.	I can talk about my learning.	I am willing to share ideas
	Working independently.	I can be flexible and change my plans as I go along.	I respect others' ideas even if they are different to my own.
	Using books, other people, computers and own experiences to help.	I can make my own decisions and can explain my point of view.	I treat others fairly and am willing to take turns.
		Using feedback to make my work better next time.	I can manage my feelings and not argue.
		I allow time to improve my work.	I get involved and can take on different team roles.

In EYFS and KS1, some examples of these great B4L choices are;

Lower KS2 (Years 3 & 4)			
Resilience	Problem Solving	Reflection	Teamwork
I use my mistakes to help me learn and improve	I can recognise what I know already and use it to help.	I can keep the goal in sight and can anticipate what might get in the way.	I can stay on task when working with others.
I persevere and keep going when things are hard.	I can set success criteria.	I can prioritise and take time to get it right.	I can show fairness and kindness to others.
I concentrate hard and I don't let other people and things distract me	I break down problems into smaller, manageable chunks.	I can review my progress and adapt my plans as I go along.	I show respect for others' ideas and views.
I use a range of strategies to become unstuck and carry on.	I can be independent in organizing what I need.	I take time to identify what I have learnt and celebrate my success.	I get involved and add to discussion and activities.
I can create the best environment for me to learn.	I can articulate my ideas freely without fear of getting it wrong.	I use feedback in my performance to improve next time.	I can manage feelings when working with others.
I am willing to take a risk and am excited by a challenge.	I can ask worthwhile questions.	I am willing to take advice from others but can make my own decisions.	I am ready to learn from others and can share ideas and information willingly.
I can become absorbed in what I am learning and I notice detail and observe well.	I can anticipate difficulties and ways to overcome them.	I know my strengths and weaknesses as a learner and how I learn best.	I understand the ground rules of teamwork.

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Upper KS2 (Year 5 & 6)			
Resilience	Problem Solving	Reflection	Teamwork
I am determined to succeed and look for ways to deal with challenges.	I can articulate my ideas freely without fear of getting it wrong.	I can develop my own success criteria keeping the end goal in site.	I can add to and draw on the strengths of the group.
I have the courage to take a risk.	I can ask worthwhile questions that can be researched or investigated.	I can prioritise. I use feedback on my performance to improve next time.	I am receptive and show respect for alternative points of view.
I am patient.	I can anticipate difficulties and identify ways to overcome them.	I am patient and take time to get it right.	I can hear the feelings and thoughts behind someone's words.
I can recognise and try to minimise distraction to create the best environment for me to learn.	I can look for connections between experiences and link new ideas with what I already know.	I can be flexible and revise my plans in light of different circumstances.	I can have high quality discussions with others
I tolerate feelings of apprehension, frustration or confusion without getting upset.	I can use my imagination to hunt for alternative solutions asking 'what if' or 'why'	I am a role model for good learning behaviour.	I can manage my feelings when working with others.
I use my mistakes to help me learn and improve next time.	I can work things out logically and methodically and look for evidence.	I can set myself targets in order to improve my performance.	I can constructively adopt methods, habits and values from other people I observe.
I notice small details and patterns in an experience and can identify significant detail.	I can spot flaws in other's arguments and create logical ones of my own.	I know myself as a learner and how I can learn best.	I am aware of how I respond to other people.

If a child is displaying unacceptable behaviour as exemplified in the non-negotiables, staff may:

- ✓ Use tactical ignoring and praising peers who are exhibiting the desired behaviour.
- ✓ If the behaviour doesn't stop then the windmill will be used as follows:
 - The child will be given a warning and reminded of the rules. Staff will 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.
 - See below for information as to what will happen if the initial warning does not work.

The child may also be removed from the class and taken to the Headteacher depending upon the nature of the behaviour. Here they will be asked to reflect upon the rule(s) they have broken and how they can make amends and put things right. The emphasis will be on what they can 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 to discuss a way forward.

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Every child should see that they are moved back to at least green by the end of 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 Headteacher will:

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

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We at Old Buckenham Primary School acknowledge that children are learning how to behave appropriately. Teachers will therefore likely provide a verbal warning before following this stage approach:

	<u>Behaviour</u>	<u>Adults</u>	<u>Sanctions (could include)</u>
Pupil Asset; - 1 (Orange) OBPS Windmill; Orange	Disrupting learning e.g. making noises, talking over an adult, shouting out. Refusal to comply with a request Failure to complete work set Unkindness e.g. name calling Rough play e.g. a push in a game, deliberate bad tackle	Class Teacher , Lunchtime Supervisors, Support Assistants	Change of seating positions in the classroom Child to be kept in at break-time or lunch time for 5 minutes – engaging in school duties/reflection. Setting of additional tasks (for example writing up the class charter or an apology letter)
Pupil Asset; - 2 (Red) OBPS Windmill; (Red)	A repetition of -1 incidents Refusal to work Leaving the classroom without permission Physical e.g. throwing an object at someone, behaviour with an <u>intention</u> to cause harm.	Class Teacher/ Parallel class teacher Parents and carers (through the use of an incident form).	10 minutes working in reflection area in class if warranted/suitable. 15 minutes working in parallel class as part of reflection. Loss of 15 minutes of next break time will occur .
Pupil Asset; - 3 (Dark Blue) OBPS Windmill; Removal of name from Windmill	Deliberately disrespecting an adult Foul and abusive language (swearing) Stealing/damaging property Fighting/deliberate acts of violence	Headteacher/ Senior Teacher/ Nurture Leader/ Parent/Carer	Removal of child from classroom to work in another classroom (with an experienced member of staff) Senior Leader meets with parents Behaviour Plan or target sheet to be considered. Internal exclusion (different class) Loss of playtime for the 'whole day'. will occur.

Green can still be achieved after having reached orange, if positive behaviour for learning choices are made. Every child will start every day on green.

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A copy of the reflection sheet completed will be sent home to inform parents so that they can discuss what has happened. For children in EYFS, this will be a verbal conversation with the parent either in person or by phone.

Every child should see that they start every day on Green - the teacher should remind them that 'each day is a fresh start and we want to see positive behaviours.'

Physical contact

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 staff to confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent 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.

Serious Misbehaviour

In cases of serious misbehaviour, the child will be referred directly to the Headteacher/Senior Teacher. The following sanctions are available to the Headteacher following a referral for serious misbehaviour:

Referral to external agency e.g: Pupil Referral (Behaviour Support) Unit

Internal Exclusion

Fixed-Term Exclusion (in consultation with Chair of Governors/Local Authority)

Permanent Exclusion (in consultation with Chair of Governors/Local Authority)

	Behaviour	Adults	Sanctions
Pupil Asset; - 4 (Black) OBPS Windmill; Removal of name from Windmill	Racist and homophobic abuse	Head Teacher	Referral to external agency e.g: Pupil Referral Unit
	Bullying (including cyber bullying)		Internal Exclusion
	Physical or verbal abuse of an adult in school		Fixed Term Exclusion (3 incidents)
	Irreparable damage to property		Permanent Exclusion – can take place immediately following a serious protocol following consultation with the Chair of Governors and Local Authority
	Sexual impropriety; inc. peer on peer abuse		

Fixed Term Exclusions

A child with a case of serious misbehaviour at school for a fixed period of time. Schools can exclude a child if:

- Allowing them to stay in school would seriously affect their/ other people's education or welfare.

Any child, including Special Needs children, depending on the severity of the behaviour. 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 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 will be given 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 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 pupils, other adults and 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.
- The headteacher/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.

Strategy for dealing with 'biting' in EYFS

It is worth noting that some behaviours require a contextualised response, such as incidents of 'biting' within the Early Years. 'Biting' may occur due to the developmental stage that the child is currently operating within. This is specifically relevant for our youngest learners within our Nursery, whereby some of our children are as young as 2 years old.

If an incident of biting occurs, then we have the following procedures in place:

-Staff members would first assess whether the biting incident is considered to be a developmental stage relating to our Early Years Ages and Stages profile, or whether the behaviour should be dealt with using the aspect of the behaviour policy.

If deemed developmental:

- In the first instance, we would explain clearly to the child that this is not acceptable and ensure that they are placed into Reflection time consistent with our Learning Charter. The child would be supported to understand the reasons why this is not acceptable behaviour in a way that they can understand. Parents / carers would be informed and this would also be logged within the class behaviour folder and would be subsequently monitored.

-If incidents of biting are to continue, then we would have a meeting with the child's parents / carers to discuss a plan of action moving forward, promoting a consistent approach between school and home. Steps would be taken to support the child, such as the use of teething toys being used where appropriate. As each child is a unique individual, the plan of action would reflect this. This would continue to be subsequently monitored and the Early Years Leader and Headteacher would also be informed. In some cases, external support may be requested to support the child at their home or at school.

Incidents of biting will be recorded on Pupil Asset for the schools records.

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.

This policy should be read in conjunction with –

The Anti-Bullying Policy

The School's Local Offer of SEND

Positive Handling Policy

Monitoring

Each class teacher is responsible for standards of behaviour in their class.
Monitoring of behaviour is the responsibility of the member of the Headteacher

Appendix 1

Bullying

A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her over a sustained period of time. Bullying may also take the form of hurting physically or mentally over a period of time, making threats or sending hurtful messages in whatever form. These things can happen frequently and it is difficult for the pupil being bullied to defend themselves. It is also bullying when a pupil is teased repeatedly in a nasty way. But it is not bullying when two children or young people have the odd fight or quarrel.

This definition of bullying is discussed with the children, including how bullying differs from a one-off incident.

NONE OF THIS BEHAVIOUR IS ACCEPTABLE.

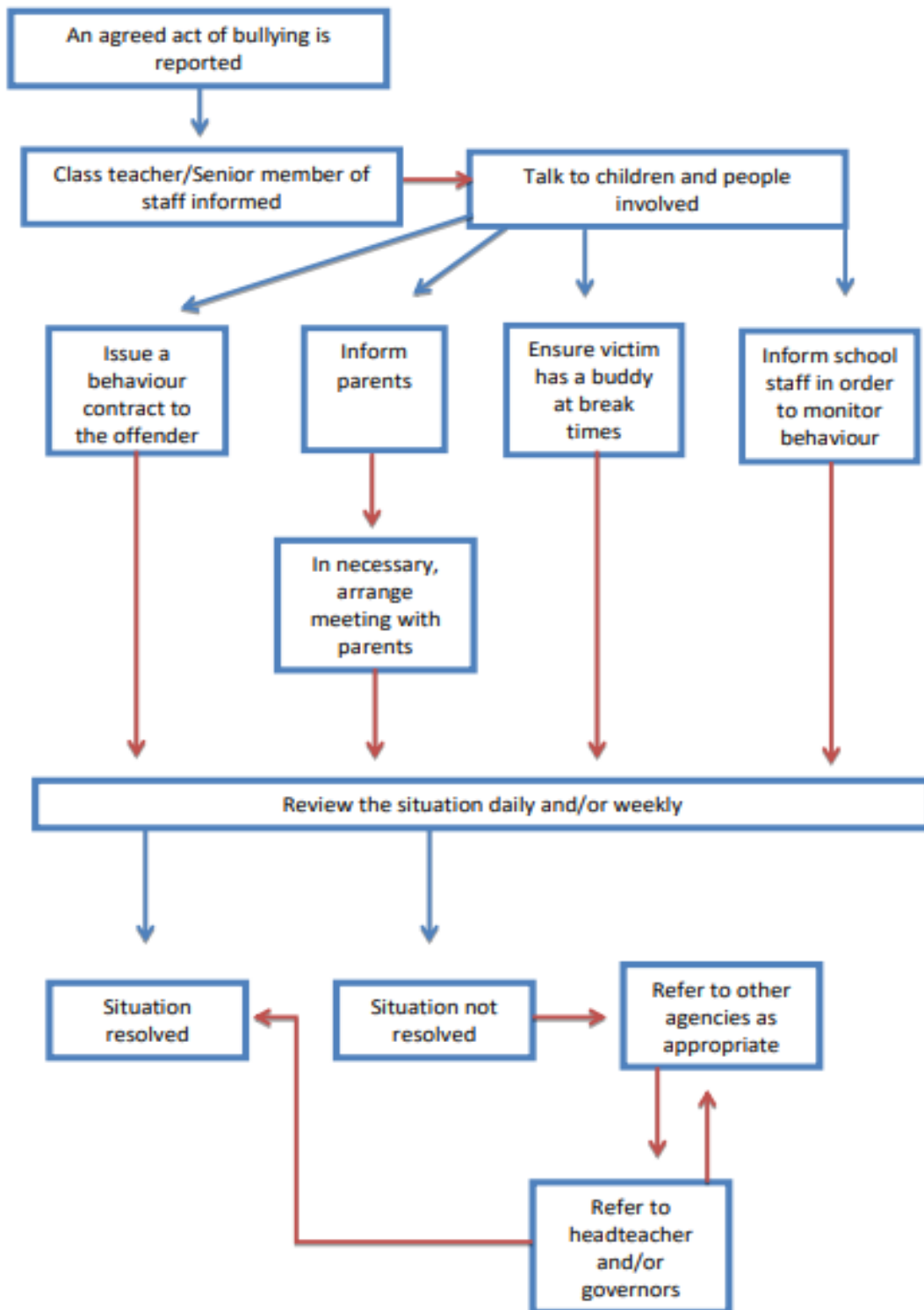
All teaching staff, support staff and volunteers in this school are committed to stopping any form of bullying

What action will the school take?

All complaints will be listened to and investigated using the flow chart below. Victims will be supported. Bullies will be removed from the situation, and a contract drawn up which will be supported by their parents. It is not only the victims of bullying who need to be shown how to be assertive, but all children need these skills. There is a difference between assertiveness and aggression. Too often we hear of parents telling their children to hit back but we have never known this approach to solve an instance of bullying.

Appendix 2

Flow Chart for Anti-Bullying Procedures



Appendix 3

Feelings and assertiveness

In our school we will be teaching children the following skills.

- We show them how to state clearly what they don't like

"I don't like it when you Stop it. Thank you."

"I don't talk to you like that so stop talking to me like that. Thanks."

- speak in a firm, not angry, voice - look in their eyes firmly (but not in a threatening way)
- stand tall (as much as they can) - stay in control of themselves
- walk away (not run) from the situation towards an adult if necessary

By responding in such a way, the situation is often diffused. All too often the bully is looking for an angry response and, unfortunately, the victim obliges.

- To recognise their own and others' emotions and respond accordingly.

They are taught strategies through their PSHE curriculum. This Policy will be available to parents and carers as well as all adults who work in school so we can work together to ensure children hear consistent messages and guidance around theirs and others behaviour.

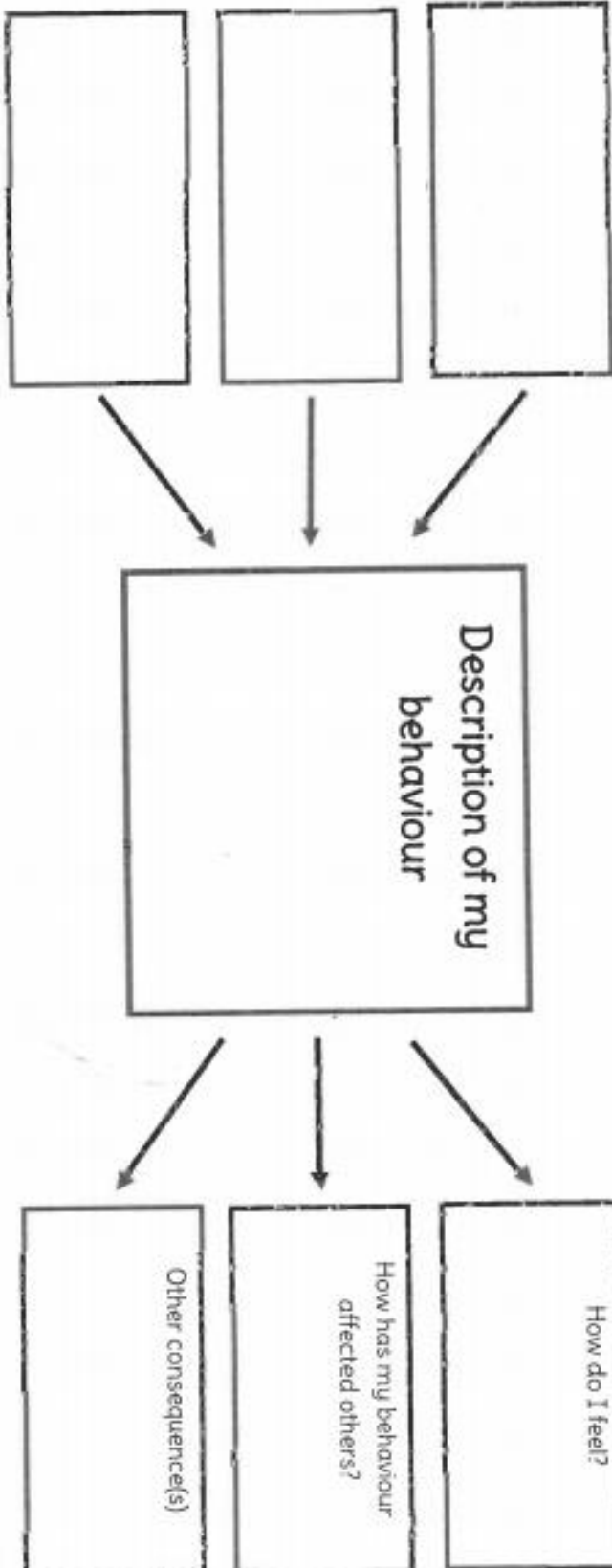
Appendix 4: Reflection Sheet

Behaviour Reflections

Reasons for
my behaviour

Name: _____
Date: _____

Consequences of
my behaviour



Plan for improvement

Pupil	-----
Parent	-----
Teacher	-----

Appendix 5 Reflection Sheet (KS2)



Full name: _____ Class: _____ Date: _____

Value of the month: _____

What classroom rule or responsibility has been broken?

Details of what I did

What effects did my behaviour have on my learning/ on others' learning?

What will I do to improve my behaviour?

Signature of child: _____

Signature of teacher: _____

Appendix 6: Behaviour Incidences Form

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Date, time and place of incidence

This incident is

Stage 3

Stage 4

Name and class of child:

Name of member of staff reporting:


Reasons for Stage 3 or Stage 4: (please use working direct from the Behaviour Stages. Write two or three sentences to explain the incident or action)

Referred to:

Action Taken:

Date and signed

Appendix 7: Behaviour Report

Behaviour Report					
					
	Monday	Tuesday	Wednesday	Thursday	Friday
Learning time 1					
Break					
Learning time 2					
Lunch					
Learning time 3					
Any other comments					