

# Buckland Primary School

## Behaviour Policy and statement of behaviour principles



Approved by:	R Hutton (Headteacher) Staff, Governors and Parent Body	Date: January 2022
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## Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Objectives

We aim to help pupils develop:

- Self-discipline and self-control
- A sense of self-esteem and self-respect
- The ability to recognise and respect the rights of others
- Accountability for their own behaviour and respect for their environment
- A sense of individual and group responsibility
- The skills that enable rational conflict resolution
- The skills that enable responsible, independent and co-operative learning

To achieve these aims we will create a positive environment within the school that ensures that our approach to behaviour management and discipline is consistent and understood by all staff, pupils, parents and carers. All adults are role models, providing positive examples and attitudes. Relationships with the other adults and with pupils should be fair, honest, courteous and considerate.

We want pupils to feel safe in school; that they understand the issues relating to keeping themselves safe, including on line and that they feel confident to seek support from school should they feel unsafe.

A variety of methods are used to encourage and support pupils to behave appropriately which includes:

- PSHE / RSHE and Citizenship activities (linked to British Values)
- Assemblies including weekly Learning Assemblies
- Mindfulness
- Pupil Parliament roles
- Friendship Ambassadors and buddy mentors
- Warning systems - consequences
- Areas of responsibility/good role models
- Anti-Bullying Policy
- Regular communication with parents and carers
- Having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- Restorative approach alongside pupils – focusing on restorative language and strategies

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform including PE and Sports equipment (unless agreed by the school e.g. SEND needs)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence: intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the school's website: <https://bucklandprimary.surrey.sch.uk/parents/antibullying/>

## Roles and responsibilities

### The governing board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and school staff and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Play an active part in building a sense of community, within and beyond the school
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Treat all children equally, irrespective of gender, race, religion, disability or identity
- Recording behaviour incidents using the school's secure online recording system
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the school rules and expectations (including our Anti-Bullying Charter)
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the school including class teachers and Inclusion Team promptly

## Pupil code of conduct / behaviour

At Buckland we have 4 clear school rules. Pupils are expected to:

- We will be kind and respectful.
- We will keep hands, feet and objects to ourselves.
- We will follow adult instructions.
- We will take care of our whole school.

As a school we also have our Anti-Bullying Charter, Assembly code with class teachers developing class charters alongside their pupils at the start of each academic year.

When children join Buckland Primary School parents, pupils and the school also sign a Home / School Agreement which includes an agreement to follow the school rules.

## Rewards and sanctions

**Positive reinforcement of good behaviour is a much more powerful influence than sanctions.**

We aim to use positive recognition to motivate pupils to choose responsible behaviour. Rewards are consistently applied and not taken away as a sanction. Rewards can be given individually or collectively as a group/class. All children should be rewarded for effort, achievement, and attitude to learning or other successes on a regular basis. Emails and the Marvellous ME App is used to share and acknowledge achievements with parent and carers.

**Rewards can include:**

- Verbal praise
- Moving up on the positive behaviour scale
- Certificates including special Headteacher/Deputy Headteacher awards
- Star of the week
- House points/merit points
- Notes/emails /calls to parents and carers
- Sharing work and positive behaviour with other adults and children
- Individual and whole class incentives

## Behaviour Scale

All classes consistently use the 'Think Green' positive behaviour scale. All pupils start on green (ready to learn) each day and are moved up in recognition of the effort and attitude they put into their learning. Pupils are also moved down when the choices they make are against the school's rules or class expectations. Pupils are encouraged and supported in turning their behaviour around during the lesson/day so they can move back up the scale. When pupils achieve silver or gold their effort and achievement is acknowledged and celebrated.

## Consequences

**Prevention and de-escalation is the goal of successful behaviour management.**

All pupils need to know and understand that there are consequences for every action. A hierarchy of consequences is displayed alongside the rules in each classroom which are explained to pupils so that they can make appropriate choices. We provide pupils with the opportunity to learn right from wrong, the consequences of inappropriate actions and the understanding that they are responsible for their behaviour. Consequences must be applied consistently and be cumulative during a lesson or day.

### **Our consequences are:**

1. Verbal warning.
2. Time out for a limited period.
3. Miss playtime/lunchtime (part or all) and complete an appropriate activity set by the teacher, e.g. missed work.
4. Involve other adults, e.g. contact parents/speak to member of Senior Leadership team.

### **Strategies to support positive behaviour:**

- Reinforcement of positive behaviours expected and/or seen
- Non-verbal signals such as moving closer, eye contact, a look, a gesture
- Refocusing the child on their work rather than misbehaviour
- Rule or task reminders (Name- "turn around, thank you")
- Clear description of the desired response
- A calm voice should always be used
- Avoid dealing with secondary behaviour
- Maximising opportunities for pupils to take responsibility for their behaviour by e.g. providing acceptable choices
- When appropriate choose to use 1:1 private dialogue to avoid public embarrassment
- Mediating and counselling may be more appropriate for some one-off misdemeanours involving anger or aggression
- Be alert to any changes in a child's behaviour and mood and discuss concerns with senior staff and/or parents
- Request specific support or training.

### **Warnings**

A warning gives the child the opportunity to modify their behaviour and redeem themselves.

- It should follow appropriate redirection strategies
- It should make consequences of the continuation of behaviour clear
- The consequences should be appropriate to the seriousness of the misbehaviour
- All consequences should be followed through.

### **Sanctions**

Sanctions must be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

- Responses to poor behaviour choices need to be clear, predictable and appropriate
- The setting of sanctions must be done in an assertive but calm manner and be consistent with the school expectation that everyone will be treated with respect
- The adult setting the sanction must make it clear that the behaviour is unacceptable
- The severity of the sanction should always be kept to a minimum. The aim of the sanction is to discourage future misbehaviour
- Sanctions need to be predictable and accepted as a fair consequence of a poor choice made by a child
- Incidents must be followed up in a way that minimises the impact on the class so preferably privately. Pupils must be disciplined away from others as far as possible
- Whole class punishments should be avoided and only used when there is a clear justification
- For some children with Special Educational Needs the sanctions and stages may not be appropriate and a personalised programme may be agreed with reasonable adjustments

- Incidents should be logged and pupils involved given the opportunity to give their side of the story
- Agreeing to a positive behaviour chart being used by the class teacher

### Time Out

If a child moves their name to the reflection card of the behaviour scale (red) it may be appropriate for them to have time out from their class, where they can explain their misbehaviour to the class teacher / senior staff and sit in the classroom for at least 10 minutes. Parents are informed at the end of the day along with any positive comments about the child's day.

If, following agreed sanctions, a child's behaviour does not turn around, the following actions are likely to be considered.

- A parent meeting to discuss persistent misbehaviour
- Exclusion from the right to represent the school e.g. elected pupil roles
- The establishment of a positive behaviour chart which is shared with parents and carers
- A requirement to write a written apology
- Other sanctions following discussion between parents, class teachers and the SENCo.

Positive behaviour management underpins everything we do in school. On a regular basis staff discuss with and remind the children:

- Why the rules are needed
- What the rules are
- The reward system
- The reason for having consequences
- What the consequences are

The beginning of every day indicates a fresh start for the pupils; we do not refer back to inappropriate behaviour from an earlier session. When responding to second hand information staff use discretion and listen to all parties prior to making any judgement. Pupils are expected to behave well and use praise and reinforcement to accentuate positive behaviour. We aim to give specific praise for effort and achievement drawing attention to and emphasising desired behaviour.

For any serious, unacceptable behaviour a pupil may be sent straight to a Senior Leader or Headteacher who will deal with the situation accordingly. Pupils sent out during lessons if they are disruptive, will be expected to complete the same work as they would in class.

See appendix 4 for sample letters to parents about their child's behaviour.

### Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

See our Child Protection and Safeguarding Policy which includes a Sexual Harassment and violence policy which lists actions the school will take. <https://bucklandprimary.surrey.sch.uk/our-school/safeguarding/>

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help

- Refer to children's social care
- Report to the police

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip, sporting event or residential).

## Prejudice behaviour

This behaviour is not tolerated at Buckland Primary School. Such occurrences will be dealt with in line with the school's policy. Prejudice incidents will be recorded and reported to the Local Authority.

## Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. <https://bucklandprimary.surrey.sch.uk/our-school/safeguarding/>

## Behaviour management

### Inclusion

We strive to ensure the equal provision for all children. We achieve these goals by:

- Keeping class profiles and data up to date for all our children
- Amending units of work to suit the individual needs of our classes
- Allowing access to resources and equipment
- Encouraging children to talk about their emotions and behaviour when necessary
- Staff undertaking continued professional development

## Classroom management

School staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, consequences, rewards and their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

### Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

See the school's Touch and Restrictive Intervention Policy

## Exclusion

In the event of persistent disruption in class, physical abuse of another child or member of staff or any other extreme behaviour, the action will be recorded and reported to the parent. If a child persistently breaks the rules and as a result is hurting others, causing damage or regularly disrupting other children's learning the child, their parents/carers, class teacher, the SENCO and any other relevant staff will be involved in drawing up a behaviour support plan. Outside agencies may also be involved as appropriate.

Ultimate sanctions include internal exclusion, lunchtime exclusion, or fixed period exclusion. (The school follows the Surrey guidelines for exclusions). Following a fixed period exclusion, the child and parents will attend a re-integration meeting and a Pastoral Support Plan will be put in place to support the child.

In rare cases it may be necessary to permanently exclude a child. This is only ever considered after all other avenues (internal exclusion and sustained monitoring) have been explored and discussed with the Headteacher. At all times, the LA's procedures are followed.

Any child returning to school following exclusion will be supported, helping them to behave appropriately.

Definitions of Unacceptable behaviour (with intent) includes:

- Physical abuse of another child or member of staff
- Persistent disruptive behaviour

- Deliberate rudeness or disobedience
- Bullying or harassing others
- Interfering with or damaging any school or individuals' property

## Confiscation

**Any prohibited items (listed in the Definitions section) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Personalised programmes will be put in place for children with Special Educational needs or particularly low self-esteem. Provision to enable everyone to abide by school rules and expectations may include:

- Mentoring
- Curriculum adaption and organisation
- Short time scale rewards
- Support / Welfare staff interventions e.g. ELSA
- Personalised sanctions
- Outside Agency involvement

The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Including when pupils transition to a new school.

## **Training**

Our staff are provided with training on managing behaviour, including where applicable, proper use of restraint, as part of their continued professional development. As a school we proactively liaise with educational and safeguarding partners with regards to staff development. The School Business Manager maintains a staff training log.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher, staff and full governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **Links with other policies**

This behaviour policy is linked to the following policies:

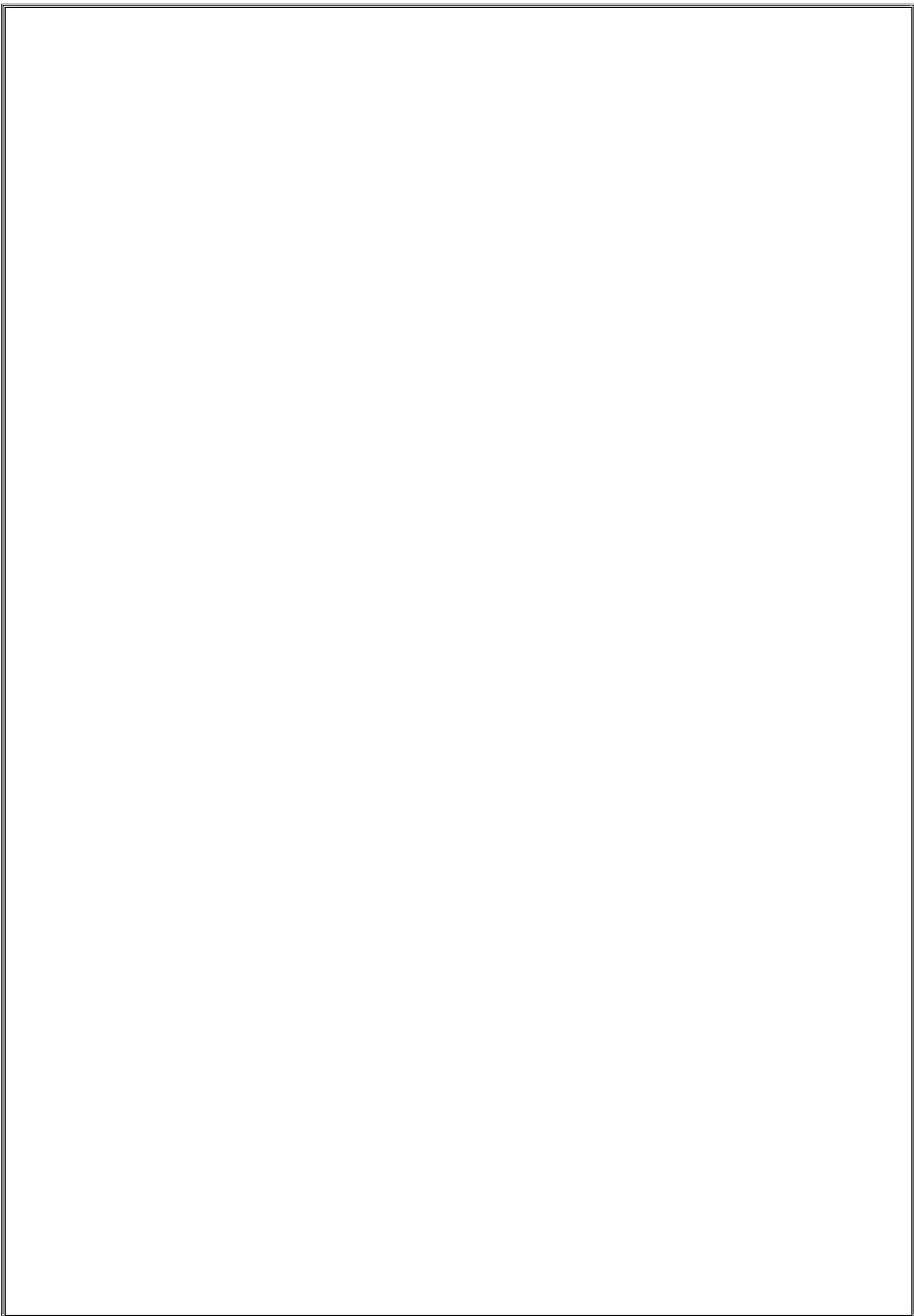
- Anti-Bullying policy
- Exclusions policy
- Child protection and safeguarding policy
- Mental wellbeing policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-period exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.



**Appendix 2: behaviour log. Behaviour incidents are reported using the school's secure online portal (CPOMS)**

<b>PUPIL'S NAME:</b>	
<b>NAME OF STAFF MEMBER REPORTING THE INCIDENT:</b>	
<b>DATE:</b>	
<b>WHERE DID THE INCIDENT TAKE PLACE?</b>	
<b>WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)</b>	
<b>WHAT HAPPENED?</b>	
<b>WHO WAS INVOLVED?</b>	
<b>WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?</b>	
<b>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS</b>	
<b>PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):</b>	

### Appendix 3: letters to parents about pupil behaviour - templates

#### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Second behaviour letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Third behaviour letter**

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_