



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Behaviour Policy**

This policy should be read in conjunction with the school's SEND and Teaching and Learning policies.

## **Rationale**

We aim to create an inclusive and supportive culture where children can grow, not just academically, but socially and emotionally in order to get the very best from their education and achieve their full potential. All pupils have the right to learn in a safe and respectful environment which promotes good mental health built on an ethos of high expectations of attainment and behaviour. Therefore, we have a strong and clear policy which aims to remove any factor that may hinder anyone's basic entitlement to this.

We believe that good behaviour and self-regulation are fundamental in creating the right atmosphere for successful learning to take place. It is expected that staff will promote and praise positive behaviours and choices, not just in their classrooms but across the whole school. Children will be encouraged, supported and praised in a consistent manner. Staff should lead by example when talking to children, modelling and promoting politeness and respect at all times.

Our expectations for good behaviour apply equally in lessons, on the playground, at lunchtimes, during extra-curricular activities, online and during out-of-school care. This policy is applicable in all of these situations and to all children, staff and Governors.

## **Aims**

- To underpin our school values.
- To create confident, polite, kind and caring children.
- To build resilience, responsibility and community membership.
- To support an ethos of respect.
- To establish a shared and consistent approach.
- To outline acceptable and unacceptable behaviours.
- To ensure a fair and graduated approach.
- To ensure all staff are aware of the responsibilities.

## **Promoting positive behaviour**

READY – RESPECT – SAFE

These are the three key areas of our school rules, against which the behaviour and actions of everyone is considered. Pupils are encouraged to be aware, not only of their own needs, but also of others. We aim to develop the values of respect, tolerance, self-control and responsibility through an atmosphere of support and understanding. Values such as fairness, empathy and sympathy are not just empowered through this policy but through assemblies and the PSHME curriculum.

*Ready – ready to learn, good listening, correct equipment, being on time, starting work straight away.*

*Respect – kind words, not shouting out, appropriate use of equipment (including IT equipment), following instructions promptly.*

*Safe – correct use of equipment (including IT equipment) and furniture, safe play and games, walking around school.*

The philosophy behind our approach is to create a kind and caring environment where children can grow academically, socially and emotionally. This approach also supports our staff to define limits, establish tolerances, clarify routines, outline expectations and ensure consistency. Whilst encouraging everyone to behave positively this approach also increases pupil's self-esteem, encourage and reward positivity and encourages recognition for the right reasons. Furthermore, this helps build positive and professional relationships which in turn create a climate where behaviour problems are significantly reduced and that teaching and learning is of a high quality.

The main focus of our approach is to praise positive actions by catching the children doing the right things and rewarding and celebrating these behaviours. Rewards take the form of verbal recognition, stickers, house points, certificates, communication home and celebration assemblies.

- Verbal praise (behaviour)
- Written praise (work)
- Sticker
- Team point – for work
- Raffle ticket – for behaviour
- Public recognition (class, year group, notice boards, assembly)
- Show other class / teacher(s)
- See Headteacher (Golden book)
- Award (Star of Week)

### **Raffle draw**

On a Friday afternoon each class will hold their own raffle draw. Tickets will have been added by children over the week for special recognition, for behaviour based actions and choices, by their Teacher or Teaching Assistant. A small prize will be given to the winners and the process reset each week.

### **Celebration Assembly**

Each week, on a Friday the Headteacher, with help from Y6 prefects, will host a Celebration Assembly.

There will be a Star of the Week from each class who will be called out, the reason read out, and a badge presented.

There will also be names read out of the Golden Book. These are children who have gone above and beyond and been sent to the Headteacher to share something earlier in the week.

Team points will be collected and added up by Year 6 children and the cup decorated in the winning teams' colours.

All staff will be expected to attend this assembly to celebrate whole school achievements and promote positive actions and choices.

### **Graduated discipline procedures**

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour. The following outlines the stages of sanctions imposed when a child displays such behaviours. It is our policy that every opportunity should be given for the child to turn their negative behaviour around and choose to do the right thing. If there is persistent, or serious bad behaviour, a pupil may miss stages of the approach and move straight to a further stage.

In EYFS and KS1 staff will use the cloud system as a visual prompt to both remind and reward behaviour. A positive move would be for children put their name on the 'sunshine', a warning would be to put their name on the 'cloud' and a final warning would be to put their name on the 'thunder cloud'.

In KS2 children rely less on a visual aid. Where a warning is given, the first is a verbal one and the second is to have their name written on the board.

#### Stage 1

- Warning
- Removal of privileges
- Loss of playtime

#### Stage 2

- Sent to another teacher / class
- Sent to senior member of staff

#### Stage 3

- Sent to Headteacher
- Contact parents
- Individual Behaviour Care Plan created
- Exclusion following LA & DfE guidance

Each incident will be recorded using the schools online system (CPOMS). Stage 1 and stage 2 incidents will be recorded by the class teacher, stage 3 behaviours will be logged by the Headteacher.

Restorative conversations will be used to help mediate between two parties as well as unpicking behaviours display and choices made. We believe that restorative language helps move the focus away from blame and shame to root cause and repair. This helps the child understand their actions, engage with their consequence and understand how their actions can affect others.

1. *What happened? Tell me the whole story.*
2. *What were you thinking? At each point including build-up to incident.*
3. *How were you feeling? At each point including build-up to incident.*
4. *Who has been affected? How have they been affected?*
5. *What do you need to do to move forward?*

Staff should not use physical force of any kind when dealing with poor behaviour. A few exceptions do exist however, and the following is inline with the Education Act of 1996. Further details in our Use of Reasonable Force policy, including where and when it can be used and what types of restraint can be used, together with mandatory reporting requirements after the event.

In summary, reasonable force may be used by authorised staff to:

- Prevent a pupil from doing harm or continuing to do so
- Committing a criminal offence
- Injuring themselves
- Injuring others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining order and discipline

Examples of unacceptable behaviours:

- Physical hurting
- Preventing others from learning
- Swearing
- Rude gestures / actions
- Spitting
- Biting
- Knowingly providing falsified information
- Answering back
- Aggressive outbursts that risk or harm others
- Refusal to follow instructions
- Interfering with other people's space / equipment / work
- Verbal abuse
- Provocation of others
- Inappropriate use of equipment including IT equipment
- Not listening to others
- Calling / shouting out or interrupting
- Deliberately causing damage to equipment including IT equipment
- Throwing objects
- Making derogatory comments
- Climbing on or under furniture
- Running away
- Hiding from an adult
- Refusal to stay on task
- Stealing
- Continuous muttering
- Lying
- Negative attitude
- Sexualised behaviour including sexual harassment and/or sexual abuse
- Any kind of bullying
- Use of or involvement in alcohol and/or drugs

- Use of a weapon
- Illegal / criminal activity

*This policy operates in conjunction with the schools Exclusion Policy.*

### **Pupils with Social, Emotional, Behavioural and communication difficulties**

We acknowledge that there are some children who have additional needs and find it difficult to integrate into the general life of the school, including its normal rules and routines. When our usual behaviour management strategies have failed, and the unacceptable behaviour of an individual is disrupting the education and wellbeing of the majority of the class or school, we will follow a plan of action to support children and adults.

1. The Headteacher is made aware of the situation.
2. The matter is discussed with staff and a meeting held with the SENCo
3. Additional measures will be discussed and may be put in place.
4. Parents are consulted.

### **Additional measures may include:**

- Removing the child from their class for a set period of time (internal exclusion)
- Making alternative arrangements for sessions such as lunchtimes / assemblies / registration
- Involvement of external agencies and support services
- Other strategies suggested by staff or external agencies and support services
- Creation of an Individual Behaviour Care Plan

In these circumstances, the class teacher(s) will remain responsible for organising work for the child and monitoring their progress.

The point at which the child will be re-integrated into the normal school routines will be dependent on the review process between the Headteacher, SENCo, class teacher, parents and any external agencies and support services.