



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

Our approach is underpinned by the value of 'praise in public; reprimand in private'.

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 - RESILIENT

These are the 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.

Resilient – positive attitude, good wellbeing, determination and enthusiasm, pride in work, embrace mistakes.

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)
- Raffle ticket (behaviour)
- Team point (work)
- Public recognition (class, year group, notice boards, assembly)
- Show peers or another 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.

Before a child gets to stage one, an appropriate and supportive coaching conversation will be held where they will be reminded of what they should be doing and offered support to put right what they have started to do/show. There will not be a public display of this but a note made on the teachers desk.

Stage 1	Stage 2	Stage 3
Reminder	Sent to another teacher / class	Sent to Headteacher
Removal of privileges	Sent to senior member of staff	Contact parents
Loss of playtime	Completes work away from class/peers	Individual Behaviour Care Plan created where necessary
		Suspension or exclusion following LA & DfE guidance (see separate policy)

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.

We ensure that we use appropriate sanctions which are age appropriate, fair and consistent. Where possible we try to avoid 'punitive sanctions, explain why the sanction is being applied and how it relates to their actions. A sanction is never used as a threat.

Although an appropriate sanction might be used, we believe that quality 'reflection' with an emotionally available adult is a more important and effective intervention to prevent further similar, unwanted behaviours. Restorative conversations will be used to help mediate between two parties as well as unpicking.

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
- Access to / use of a mobile phone during school hours
- 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
- Racial comments / racial abuse
- Comments and/or abuse relating to a disability
- 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 believe that by creating an overwhelmingly positive environment, we will give all of our children a better chance of success. We strongly believe in the power of relationships, and that all interactions are the opportunity for a positive intervention. We believe that all children need to feel safe and emotionally supported in school for any chance of academic success. We recognise the impact of trauma on brain development and are mindful that children's responses are sometimes due to unavoidable chemical reactions in their brains, rather than 'negative choices'. We believe it is important that our school provides a clear, consistent and empathetic approach to behaviour which can be adopted by all members of the school community. Therefore, we strongly believe in 'boundaries with empathy'.

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.

Off site behaviours

Our behaviour expectations extend beyond the school gates, when children are on trips or visits and when they are in a public place, out of hours, and can be associated with the setting. Sanctions may be applied on occasions when a pupil is representing the school such as:

- Taking part in a organised school or related activity.
- Traveling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil of the school.
- Posing a threat or risk to another pupil or member of the public.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.