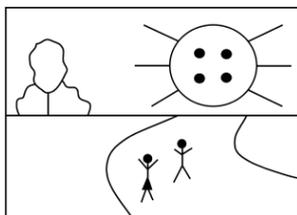


Button Lane Primary School



Behaviour Policy

(Safeguarding File)

| | |
|---|---|
| Reviewed by governing body on 08th May 2018 | Next Review date May 2021 |
| Signed by Chair of Governors G Evans | Signed by Headteacher E Roberts |
| Written By E Roberts | Presented to Pupil Support Committee |

Policy to promote positive relationships and behaviour

Aims

- To support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired pupil behaviour.
- For every member of the school community to feel happy, valued and respected, and that each person is treated fairly and well.
- To encourage self-discipline in all pupils, helping them make positive choices and to recognise the consequences of their actions.
- To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour.
- To promote an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.
- To use praise as the key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

This policy sets out the expectations of behaviour for children and adults working together at Button Lane Primary School. We believe that the relationship between everyone in our school community should be happy, caring and purposeful and should reflect the School Mission Statement.

We help children understand that, whilst we may sometimes disapprove of their behaviour, they, as individuals, are still valued. Any sanctions imposed will therefore be in this context. The emphasis is on rewarding those children who consistently meet our expectations of behaviour whilst supporting those who find it a challenge to do so. There are plentiful opportunities to reward, celebrate and reinforce desired behaviour.

Included within this policy are our expectations for adults in school and includes all staff and parents and carers. At Button Lane we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school.

This guidance supports implementation of the Home-School Agreement that all parents agree when their children start school here and is revisited regularly.

Our Expectations of Children

At Button Lane we have high expectations of our pupils.

We expect all pupils to strive to:

- Always try our best in everything we do
- Always be polite and kind to each other
- Always listen to adults and each other
- Always keep ourselves and others safe

We will reward their efforts with:-

- Verbal praise, encouragement and feedback
- Merit points on individual reward cards linked to pin badges and certificate system. Children who are displaying 'green' behaviour will be awarded green reward points; these will be marked on individual cards. Once cards are full the following awards will be awarded.

| |
|---|
| 50 points (Card 1) Star Pin badge |
| 100 points (Card 2) Bronze Certificate |
| 150 points (Card 3) Bronze Pin badge |
| 200 points (Card 4) Silver Certificate |
| 250 points (Card 5) Silver Pin badge |
| 300 points (Card 6) Gold Certificate |
| 350 points (Card 7) Gold Pin badge |
| 400 points (Card 8) Platinum Certificate |
| 450 points (Card 9) Platinum Pin Badge |
| 500 points (Card 10) Head teacher's Special Award |

- Proud Assembly – children congratulated with a certificate and Head teacher tea party.
- Good Work Assembly– children congratulated with a certificate
- Pupil's work is displayed throughout the school
- Children sent to another member of staff to show their work.
- Recognition of the 5Rs through whole school display
- VIP table at dinnertimes
- Access to WOW time
- Reference to good role models
- Weekly attendance award for EYFS, KS1 and KS2
- Termly attendance awards
- Annual attendance prize for those whose attendance has been 100%
- Tidy class award for EYFS, KS1 and KS2

Our expectations of Adults including Parents and carers

The purpose of this section is to provide a reminder to all parents, carers and visitors to our school about expected conduct so that we can work together to ensure a safe and positive school environment for our children.

We expect all adults to show respect and concern for others by:-

- Supporting the positive ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all times.
- Working together for the benefit of children. This includes resolving any issues of concern through calmly discussing and clarifying specific events in order to bring about a positive solution for the child.
- Respecting the school environment, including keeping the school tidy by not littering.
- Following the parking rules and doing the right thing when delivering and collecting children from school.
- For staff: following the procedures outlined in the behaviour policy and remaining calm at all times
- For parents and carers: correcting your own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour.

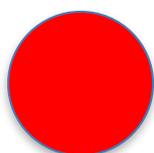
In order to support a peaceful and safe school environment we cannot allow:

- disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds;
- use of loud and/or offensive language or displaying temper;
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences.);
- damaging or destroying school property;
- abusive or threatening emails, phone or social network messages
- smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated .

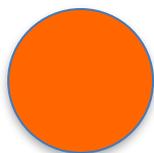
The above behaviours on school premises will be reported to the appropriate authorities and Governors will where necessary prohibit an offending adult from entering the school grounds to safeguard our school community.

What does this policy look like in the classroom?

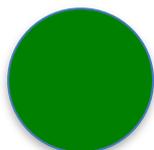
- Each classroom clearly displays the expectations for pupils behaviour
- Each classroom clearly displays a traffic light chart in every classroom
- All children start the day on Green
- Children are given the opportunity to return to Green when they meet the expectations of the classroom
- Every class teacher and TA will give out rewards (see prior) every day to some pupils
- Children are on task and able to follow instructions calmly and sensibly
- Children to make good choices and older children to set a good example to younger ones.
- Children to not support the misbehaviour of their peers and encourage children to tell an adult of misbehaviour.



Children are moved to red following a number of warnings



When children are on amber they must understand that their behaviour is their responsibility and they are supported to make the right choice



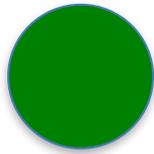
All children start here.
We have a fresh start everyday

Support for children who find it difficult to meet expectations

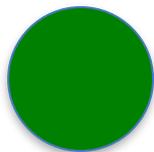
Just as we would with a child's learning we provide support for all children to meet our high standards of behaviour. Some children may need a different approach for a period of time according to their own individual needs or disabilities. In these cases a personalised programme will be developed and implemented. Poor behaviour will be minimised when expectations are clear and where other children are behaving well and encouraged/rewarded for doing so. This will also apply where class rules are internalised and acted upon by consistency in reinforcing them. Good classroom teaching and management, good classroom organisation and relevant differentiated learning tasks set will reduce the need for sanctions. Staff should make use of a range of strategies to focus pupils eg proximity, praise, humour, verbal praise, instant rewards, distractions, time out area. The

key is knowing all the children. Time out can be used at any stage to enable/help pupils to calm down – not as a punishment. The aim for all children is to get back to green as soon as possible. All staff need to remain calm if difficult situations arise and sometimes need to be aware of their own emotions.

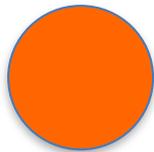
Where children are struggling to meet expectations



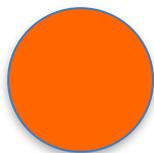
Step 1 - Verbal reminder to the individual



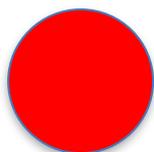
Step 2 - Warning to the individual – if behaviour continues then you will move to **AMBER**



Step 3 - Pupil moved to **AMBER**



Step 4 - Warning to the individual – if behaviour continues then you will move to **RED**



Step 5 - Pupil moved to **RED**

The pupil must report to a member of the Senior Leadership Team who will discuss the child's choice of behaviour in the lesson. Red card recorded in whole school log.

The child returns to the next lesson on AMBER following a RED card with the intention that they will return to GREEN during the lesson.

Speak to parents/carers, if needed or if second red card in one week.

For children who continue to struggle to meet expectations:

- If a child reaches RED twice in a week, the class teacher would speak to the child's parent/carer regarding their behaviour in addition to recording any incidents in the class behaviour log and whole school behaviour log.
- If there is still no improvement and the child reaches five red cards, a meeting would then be held between child, class teacher, phase leader and parent/carer to agree a way forward to support the child with meeting expectations. Following the meeting we

would implement a Behaviour Learning Support Plan in consultation with the Inclusion Team

- The plan would include up to three targets in agreement with parent/carer
- The plan will be monitored each day by the teacher and fed back weekly to parent/carer and phase leader.

We encourage our children at all times to make the right choices and meet our expectations. Children who reach Red are unable to meet those expectations and will be given a consequence for their actions. These include:

- Time out - to calm the situation immediately - to remove from the point of conflict - as a consequence
- Informing parents where children have not moved to RED twice in one week
- Withdrawal of privileges
- Loss of WOW time and attend sanction class where they will reflect on actions
- Keeping a behaviour log in school (this may be shared with the parent/carer during review times)
- Pupils staying with the teacher at playtime

At the discretion of the teacher, playtimes may be missed to complete work/homework and are to be supervised by the class teacher. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

What does this look like at Lunchtime?

- All children start on Green
- Where children have to be spoken to it is first a verbal warning
- Second warning – name noted down on amber card
- Third warning – name on amber card and child reminded their name is down twice
- Fourth warning – red card child misses lunchtime play the next day (Lunchtime detention)
- Two reds in a week parents are informed by the class teacher
- Any red cards the following week will be followed up by the phase leader
- More than 8 reds in two weeks children may be excluded from lunchtime

A 'Well done' token will be given out daily by all Lunchtime Organisers and these are collected in the classroom. At the end of the half term the class with the most tokens will get the opportunity to have an extra playtime.

Serious Behaviour

Serious misbehaviour is very rare at Button Lane Primary School. Such behaviour would mean warnings are automatically directed to **RED1 +**.

| Stage | Examples of behaviour | Possible sanctions |
|-------|--|--|
| RED 1 | Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission | Head teacher informed Meeting with parents Loss of playtimes and ban on representing the school and/or trips outside school – fixed period Internal exclusion Lunchtime exclusions |
| RED 2 | Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil | Exclusion for morning or afternoon to include a lunchtime – fixed period Exclusion for a fixed term |
| RED 3 | Repeated RED 1 & 2 behaviour | Governor disciplinary sub-committee convened. Permanent exclusion from school |

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Rights and Responsibilities

Staff

| Rights | Responsibilities |
|--|---|
| To be supported by peers and managers | To ask for support when needed To offer support to colleagues and managers |
| To be listened to To share opinions | To listen to others To give opinions in a constructive manner. |
| To be treated courteously by all others in the school community | To model courteous behaviour To recognise and acknowledge positive behaviour in others |
| To be made fully aware of the school's system/policies/expectations | To seek information and use lines of communication |
| To receive appropriate training to increase skills in behaviour management | To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches |

Pupils

| Rights | Responsibilities |
|----------------------------|--|
| To be treated with respect | To behave respectfully to others |
| To be safe | To behave in a way that keeps others and self safe |
| To learn | To be willing to learn To allow others to learn To attend school regularly |
| To make mistakes | To own mistakes and learn from them To allow others to make mistakes |
| To be listened to | To give opinions in a constructive manner To listen to others |

Parents/Carers

| Rights | Responsibilities |
|---|---|
| To be treated with respect | To behave respectfully towards others |
| To be kept informed about their child's progress | To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly |
| To be listened to | To listen to others |
| To have access to information on the school's procedures for positive behaviour | To acknowledge/respond to information and share concerns |
| To have concerns taken seriously | To share concerns constructively |

Appendix

- DfE Guidelines on Use of Reasonable Force
- Exclusion Guidelines