



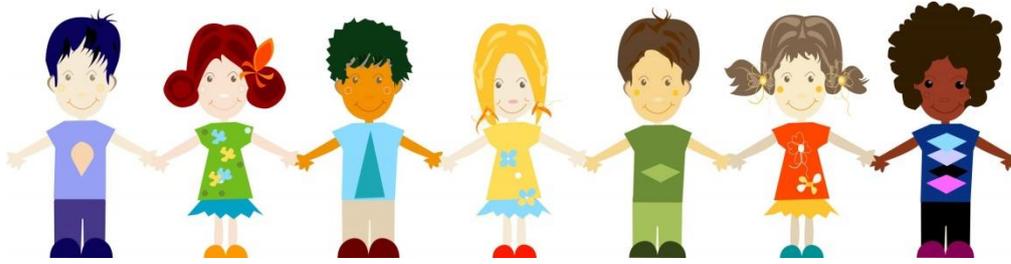
Buckingham Primary Academy

BELIEVE PERSEVERE ACHIEVE

part of the **enquire**
learning trust

Behaviour and Discipline Policy

Review Date September 2021



At Buckingham we aim to provide a happy, secure and stimulating environment for children to learn. We endeavour to ensure all children have the opportunity to thrive and develop intellectually, emotionally, socially and physically.

At Buckingham Primary Academy we have agreed on the following rules which shape how children and staff behave and act towards one another. Our school rules are:

- **To be respectful**
- **To be responsible**
- **To be kind**
- **To be safe**

The implementation of this policy is based upon our school rules. There is an expectation that every member of the school community shows respect towards one another, acts in a responsible way, everyone shows kindness towards one another and thus ensuring that everyone knows how to keep safe. The school rules also form a firm foundation to the ethos of our school and encourage an understanding of personal responsibility and respect for the beliefs of others, therefore eliminating bullying, racism, sexism and other forms of prejudice.

Whenever possible we manage behaviour in a positive way and we teach and promote "outstanding behaviour". This is achieved by effective classroom management, promoting a calm working atmosphere and establishing successful routines to pre-empt disruption. The quality of relationships between the children and adults working in the school is the key element of our success. There is a consistency in the expectation and reaction towards behaviour throughout the school.

Staff, Parents/Carers, Governors, Trustees and pupils believe that:

- All pupils have the ability to be well behaved, work hard and act with care, consideration and politeness;
- Good behaviour and discipline are the responsibility of all stakeholders involved in the school;
- Our pupils need to be taught what our school rules are and what they mean and about the behaviour that is associated with them; our pupils will need to be reminded of our school rules codes at appropriate times;
- Praise, positive reinforcement and the raising of self-esteem will all help our pupils develop self-discipline.
- Incidents of inappropriate behaviour should be dealt with restoratively and appropriately. It should be seen as a learning opportunity for the pupils(s) concerned. It needs to be recognised that it is the behaviour we disapprove of, not the pupil (s).

To support this, outstanding behaviour and discipline requires:

- Positive relationships between pupils, staff and parents

- Clear, fair and consistently applied rules.
- An appropriate curriculum so pupils are motivated, engaged and involved in what they are doing.

The responsibilities of staff

In order to ensure that all children are respectful, responsible, kind and safe, all members of staff have a duty to make sure that the rules are applied consistently. There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Rules are worded positively to emphasise good behaviour. Where necessary, rules will be discussed with children, especially where health and safety issues need to be understood. Our rules and learning behaviours will be displayed in every classroom and on all corridor areas, halls, etc.

Rewards and Sanctions

Rewards:

We praise and reward children for good behaviour in a variety of ways:

- Teachers praise children for their efforts in class and continually promote what is good learning behaviour.
- Each week we nominate one child from each class to be the star of the week. The nomination is from either the teacher or it is the pupils' choice. Each star of the week receives a certificate in the celebration assembly.
- We operate a reward system called Class Dojo. Each child receives a profile which can be accessed electronically by parents. We distribute 'Dojo' awards to children for upholding the school's rules and learning behaviours, such as managing distractions, collaboration, empathy and listening and using good manners around school.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements in sport, dancing etc are recognised in our celebration assemblies.

Sanctions:

- We use a "Guiding Lights System" to encourage more improved learning behaviours in the classroom. These are a visual tool that can be found in every classroom. They are used alongside 'Good sitting', 'Good looking', 'Good waiting' 'Good listening' visuals. All children are expected to remain in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like and uses the same language. It is a requirement that consistent language is used across the school.

Examples of language used by staff:

You need to.....
 Good sitting, listening, waiting, waiting,
 To be in green you need to ...
 When I see you are ...

- If they are not on task or being distracted they will be reminded of what is expected as 'green behaviour.' If the behaviour continues, this will be referred to as 'amber' and again, they will be guided on how to go back to green using the appropriate script. Continuing to display amber behaviour may take time away from the child at break. If a struggle to remain in green continues, then a meeting should be arranged between the class teacher and a Senior member of staff or the Principal and the child's parents/carers. A child's parents will be contacted in cases of:
 - Answering back
 - Refusal to follow instructions
- However for serious incidents, such as physical or verbal assault towards a pupil or an adult, damage to school property, derogatory remarks towards another pupil or member of staff, the matter should be referred immediately to the Principal or a member of SLT. All incidents will be recorded onto CPOMs alerting key members of staff. A decision will then be made to determine what the consequences of such actions should be once the incident has been investigated. The incident would be logged as part of an evidence trail and parents / carers informed and where appropriate invited to a meeting with the Principal or member of the SLT.

In extreme cases the Principal may decide upon a fixed term exclusion, following DfE guidelines. Enquire Learning Trust will then be informed of the decision.

Unacceptable behaviour

At Buckingham Primary, there is no place for violence, bullying, harassment, (racial, sexual or other), vandalism, rudeness, or bad language within our school community. This will never be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour should be dealt with firmly, in line with the school's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident.

A clear distinction should be made between minor and more serious misdemeanors, and also between 'nuisance' behaviour and acts that are anti-social, immoral, dangerous or illegal.

When rules are not adhered to

Problems will always occur, however effective our behaviour and discipline policy is. Problems are caused by pupils who forget the rules, by pupils who deliberately flaunt the rules, or by those who are learning and testing the boundaries of acceptable behaviour. In most instances, unacceptable behaviour should be met with surprise and disappointment. Our disapproval should be made clear to the pupil promptly so that they know it will not be tolerated.

In order to maintain a high standard of behaviour and discipline, we need a system of sanctions. These will need to be applied fairly and consistently, take account of all circumstances, including the pupil's age and match the misdemeanors. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the child.

Strategies to promote outstanding behaviour

Minor Misbehaviour

Minor misdemeanours (calling out in class) should be dealt with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should:-

- a) Find out if the child is aware of why he/she is in trouble.
- b) Ensure that he/she is aware that the behaviour was unacceptable.
- c) Ascertain whether the child knows of the effect the behaviour has on others.
- d) Examine strategies for ensuring the same situation does not arise again.
- e) Encourage the child to think of, or offer, alternative strategies.

Strategies for minor misbehaviour might include:-

- ignore the pupil – praise the rest of the class – refer to positive behaviour;
- non-verbal checking – eye contact/disapproving frown or shake of head;
- verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- time out - by the wall;
- standing near to the pupil;
- Additional work, for example, a letter of apology
- removal from scene to another part of room/area - to work;
- wait outside classroom for 5 minutes maximum to allow other pupils to settle/ pupil to calm him/herself down

Pupils may lose their break times if their behaviour or work is unacceptable. Punishments that are humiliating or degrading should not be used.

More serious misdemeanors

For more serious misdemeanors (serious theft, bullying, harassment, insulting or threatening behaviour, violence, deliberate disruption), further sanctions will be necessary. These may include:

- a) withdrawing major privilege;
- b) immediate contact with parents, with attempt to get them to come into school as soon as possible;
- c) removal from class for longer periods – to another class (by arrangement with other teachers)
- d) isolation of pupil. This needs to be temporary and justified by the seriousness of the incident and kept under review. It should be used only for the protection of other staff members or pupils;
- e) additional help from outside agencies, eg educational psychologists, Pupil referral unit

NB Do not put yourself in a vulnerable position by being alone with a pupil.

In extreme circumstances the Principal will issue a fixed term exclusion. Buckingham has an extremely good record within the Local Authority for inclusion. When a child has a fixed term exclusion Enquire Learning Trust are informed and also the Local Authority. If a child was at risk of permanent exclusion, evidence would be provided to the Pupil Discipline Committee and the decision would then be made as to appropriate action. No child should be permanently excluded without evidence of intervention by the school or evidence of the child having had a fixed term exclusion.

Exclusion may be enforced when:

- A pupil uses offensive and abusive language towards an adult or pupil in school.
- A pupil causes serious physical or emotional harm or is extremely violent towards another pupil.
- A pupil uses violence with intent to harm a member of staff in the school.
- A pupil's behaviour is so disruptive in class that it prevents others from learning.
- If a pupil is excluded for a fixed period they will only be allowed to return to school accompanied by a parent or carer who will attend a reintegration meeting with the Principal to discuss a way forward from the situation.

ALL incidents of poor behaviour are documented onto CPOMs with actions and outcomes to support the pupil of repeating the behaviour.

Vulnerable Children

We believe that in most situations early identification and intervention is the solution to children experiencing emotional difficulties. This intervention can often be simply listening to the child and forming a trusting relationship with them. As the child progresses through school we feel we provide a secure environment for them to make good attachment with other adults working in school. Some adults are specifically targeted to work with the more vulnerable children and our Child Protection Policy supports this. When possible we provide specific nurturing activities for some of these children. When necessary we will also set up appropriate interventions such as: Lego Therapy, Art Therapy, ELSA, Power (KS2)

Lunchtimes

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, mid-day supervisors should follow the procedures outlined in this policy statement.

When dealing with a pupil who has misbehaved, mid-day supervisors should:

- draw the pupil to one side;
- speak quietly but firmly;
- tell the pupil that if these actions are repeated, there will be consequences.

If a child leaves the school premises at the wrong time, please inform the school office immediately.

Using force to control or restrain pupils

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.

Before intervening physically, staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. It should be made clear to pupils that physical control or restraint will stop as soon as it ceases to be necessary. Sometimes help may be needed. In these circumstances, the teacher should remove other pupils who might be at risk and summon assistance from their colleagues, or where necessary, phone the Police.

Reasonable force

- The degree of force needed to control the behaviour should be the minimum required and should be applied in a manner that attempts to reduce, rather than provoke aggressive action.
- All incidents should be recorded onto CPOMs.

The pupil should be restrained for as short a time as possible until he/she has calmed down. The use of any method which is intended to induce pain or humiliation is totally unacceptable. Staff should act in a reasonable and responsible way. There should be no question of physical abuse or ill treatment.

Staff should seek the presence of other colleagues, preferably Senior Leadership Team, in order to apply restraint. These staff can then act as assistants and witnesses.

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back;
- in extreme circumstances using more restrictive holds.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a pupil incident report before it is placed onto CPOMs. Parents will be informed of an incident involving their child, when force has been used by a member of staff. The report should be completed on the same day as the incident.

Procedures

How we monitor and evaluate behaviour over time

Incident Reporting

All incidents should be reported onto CPOMs and should include the following:

- All racial (log with all members of SLT - Inclusion Assistant Principal, Joanne Lyon, the Vice Principal, Kirsty Doy and the Principal, Paula Hillman and other discriminatory incidents.
- Acts of bullying or harassment.
- Serious incidents
- Repeated low level incidents over a short time frame (especially if this involves the same child/children.)
- Any other incidents which in the member of staff professional judgement requires logging.
- If an individual child has been identified as the perpetrator, regardless of the identity of the victims, the matter would be passed onto a Senior Member of Staff for further investigation.

Senior Leaders will regularly analyse the logged incidents to provide some evidence of the range and frequency of the types of incidents which may occur. These outcomes may impact on future provision and identification of specific needs.

How we identify behavioural needs and provide layered support to ensure all rights are met and responsibilities are developed.

An overwhelming majority of pupils	
Description	<ul style="list-style-type: none"> • Teacher has no concerns over behaviour, child can demonstrate ability to follow school rules in and out of the classroom. They may make mistakes occasionally but this is never severe.
Support to develop behaviour over time	<ul style="list-style-type: none"> • Rewards and sanctions • Gentle reminders about Green behaviours. • The PSHCE curriculum is a valued part of the curriculum where children have the opportunity to learn about the wider world and develop the social skills and knowledge to deal with life. We ensure that developing social skills permeates throughout the school day. Children are constantly reminded of appropriate ways to act and react towards each other. • JIGSAW assemblies - The JIGSAW Programme, is used to provide a whole school approach to PSHCE. The assemblies give the children an opportunity to deal with their feelings and those of others. Often many issues or problems are explored through the use of Restorative Circles. Children really value these special times to share their thoughts and be listened to. • x2 Parent's Evenings & Annual Report • Agreed school rules • Responsibilities (jobs etc) • Open door policy to discuss concerns & enhance home/school partnerships • Modelling of good behaviour from all stakeholders and outside visitors
Responsibility for monitoring	<ul style="list-style-type: none"> • Class Teacher

A very small minority	
Description	<ul style="list-style-type: none"> • Generally behave well but often fail to demonstrate ability to follow school rules at specific times in the school day and/or for all adults. Such instances may be evident either over time or more frequently over a shorter time frame and can be severe.
Support to develop behaviour over time	<ul style="list-style-type: none"> • All support listed above plus: • Initial & follow up parent phone call/meetings. • Differentiated rewards and sanctions
Responsibility for monitoring	<ul style="list-style-type: none"> • Class teacher & Key Stage Leader

Specific individual pupils	
Description	<ul style="list-style-type: none"> • Frequently lose control, often at specific times in the school day (lessons/lunchtime etc). When this happens, severe outcomes may be evident. • Some of the pupils will have a SEND diagnosis but not in all cases.
Support to develop behaviour over time	<ul style="list-style-type: none"> • All support listed in both sections above plus: • Pastoral Support Programme (PSP) separate to any specific learning plan which includes the Well Being Officer in school being assigned to provide additional support. • Direct support for Behaviour Outreach teacher. • At least Termly Review Meetings with parents. • External support from relevant agencies.
Responsibility for monitoring	<ul style="list-style-type: none"> • Inclusion Manager (overseen by Principal)

Hot Spots – when behaviour incidents are more likely to occur

Hotspot	Additional provision
Transition periods	<ul style="list-style-type: none"> • Set rules (walk in a line, following teacher's instructions etc). • Clear supervision policy

Lunchtimes (Lining up in the Hall)	<ul style="list-style-type: none"> • Supervisor monitors the line • Minimise waiting time
Lunchtimes (Playground)	Activities <ul style="list-style-type: none"> • Extra Curricular Clubs • Funded Play Coordinator • Books to record and monitor behaviour

Training

The Principal of Buckingham Primary Academy has the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Conclusion

This pupil behaviour and discipline policy aims to encourage good behaviour and to develop self-discipline amongst our pupils. The guidelines and range of sanctions, which can be invoked if the need arises, should ensure that all staff are consistent in their expectations. The staff and governors of the school will work in partnership with parents and other agencies, if appropriate, to encourage high standards of conduct, discipline and achievement.

This policy will be monitored and evaluated by governors and staff on an annual basis. This policy has been written in consultation with all those expected to implement it:

- a) teachers
- b) non-teaching staff
- c) lunchtime supervisors
- d) parents
- e) pupils - especially School Council
- f) governors

This policy will be available to parents, governors and other interested parties, on request.

Additional information can be found:

Anti-bullying Policy.

RPI policy

Reviewed September 2021

Appendix

Guidelines

Encouraging and rewarding good behaviour

Good behaviour and discipline is self-motivated. In order to encourage good behaviour and to promote self-esteem within pupils, we should have an effective system of praise and rewards which should focus attention on positive attributes. When we are praising or rewarding pupils, it should be made clear why we are, so that a positive signal can be sent to other pupils, besides the recipient. Any reward helps the children appreciate how these achievements are helped by their own attitude and effort.

Non-verbal	Smile, nod, thumbs up!
Verbal praise	Praise – quiet personal praise or public – in class assemblies etc From elsewhere – Principal, Vice Principal, Assistant Principal, etc.
Other	Dojos, certificates, letters and privileges.

Examples of very good behaviour can be brought to our pupils' attention in assemblies. There should be an appropriate balance between praise/rewards and sanctions. As a rule of thumb, we should try to praise pupils at least three times as often as we can to reassure them. There should be flexibility shown in the use of rewards and sanctions to take account of individual pupil circumstances.

All staff will need to ensure that pupils are appropriately supervised in their classrooms, cloakrooms, when they are moving around school, when they are coming in from, and going out to the playground and when they are visiting places outside school.

Volunteers in school will receive guidance from teachers.

When dealing with problems we should:

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the child.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Judge only when certain.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Use sanction sparingly – in very small steps.
- Try to build redemption into any sanction.
- Avoid whole class sanctions and cancelling any lessons.

Advice to Staff when coping with violence

- a) Work on the positive, if possible. Look for a way out of the situation, as the child may want one too.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Try to take the initiative by telling the child what you want them to do. Repeat instructions slowly and carefully.
- e) Practice in your mind what you are going to do before tackling a violent child.

Advice to Staff when coping with Aggressive Adults

Staff should remain calm themselves, remind the adult their behaviour is not acceptable, seek the support of another colleague, ask the adult to report to the school office, inform the office of the incident, to be passed on to the Principal.

If an adult attends the school office in an aggressive manner, staff should act as above and ask the adult to continue the conversation once calm in a private room. (This might be the inclusion room or a small room near to admin area). Staff should remind the adult that if they cannot act appropriately, they will be asked to leave the building and that the police may be called.

Examples of Restorative Questions

When someone has been harmed

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

When challenging behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?