



# **Behaviour Policy**

At the heart of any good school lies the core element of good discipline. At Buckton Vale we recognise this and place a very high level of importance on good behaviour. We believe in a system of discipline that values and cares for the individual and which emphasises the positive. Our behaviour system is built upon the core values of honesty, respect, responsibility, believe, aspire to achieve and happiness. There are many obvious benefits associated with good school discipline, an atmosphere free of oppression suitable for optimum development, an environment where self-esteem and confidence can flourish in a calm and ordered atmosphere of understanding is where our core values are developed. We all live in a world with laws and structures of behaviour.

There are basic life lessons and social lessons learnt through a clear identification of rewards for positive behaviour and an understanding of the need for and consequences of sanctions if these are broken. Whilst we emphasise the positive as much as possible, we also recognise that sometimes sanctions are also required. We have a structured approach to both rewards and sanctions detailed below. Positive behaviour shall be recognised and rewarded; negative behaviour shall be dealt with swiftly and effectively.

#### Home School Links

It is vital that there is good communication and a common message coming from both home and school about behaviour. To this end all parents are made aware of the schools behaviour policy annually. As a school we endeavour to sort out issues that may arise on the day they happen. Teachers will seek to contact parents as quickly as possible when a significant incident has happened to ensure a support structure is in place, usually within 24 hours. The school shall also endeavour to communicate positive behaviour in the same speedy and efficient manner. We try to ensure that not every little quibble or lesser incident is reported to parents; however it is in the interest of all parties to be fully informed and working together in order to provide the best possible environment for all our children.

#### Aims

- For all children to feel safe, secure and valued in school.
- To ensure a calm, ordered and reflective environment throughout the school.
- To encourage a growth mind-set in order to develop the children understands of the benefits of positive behaviour for themselves and others.
- To foster and develop good citizens of the future.

#### The Role of the Governors

- To lead by example.
- To oversee the implementation of the policy through review annually.
- To monitor and review behaviour for learning across the school.
- To ensure fairness and consistency in the implementation of the policy when contentious situations or parental complaints arise.

#### The Role of the Head Teacher

- To lead by example.
- To provide the necessary resources and funds where available to provide resources to support the behaviour policy.
- To support staff in their implementation of the behaviour policy where appropriate.
- To develop and gather support from outside agencies where and when appropriate.
- To ensure fair and consistent implementation of the behaviour policy across the whole school.
- To monitor the effectiveness of the behaviour policy and school practice on a regular basis (annually).

## The Role of the Teacher and Teaching Assistants in the Implementation of a suitable Teaching and Learning environment

- To lead by example.
- To clearly identify through classroom rules and verbal reinforcement, expected positive behaviours.
- To emphasise and identify positive behaviours.
- To ensure and maintain a well organised, calm and ordered physical space for learning and development.
- To organise a structure for classroom positive reinforcement that reflects both the individual and group/class in its reward structure.
- To seek advice from other staff if a child is having difficulty in following the behaviour policy.
- To communicate positive and negative behaviours quickly and effectively to parents very regularly in an open, honest manner in the spirit of child and school development that also reflects the school ethos.

## The Role of All Adults in School

- To lead by example.
- To clearly identify through school rules and verbal reinforcement, expected positive behaviours.
- To emphasise the positive and clearly and regularly identify positive behaviours.
- To ensure and maintain a well organised, calm and organised environment.
- To report positive and negative behaviour to class teachers consistently, effectively and sensitively.
- To calmly seek advice from other staff if a child is having difficulty in following the behaviour policy.

## Differentiation and SEN

Occasionally a child will be taken out of the regular behaviour management system in order to address specific individual needs. In this case an individual behaviour plan shall be drawn up. Where this system is implemented and the school still feels that after every effort has been made that that child is not suitable for mainstream education at Buckton Vale, then further action will be taken to ensure that the child in question receives an appropriate education in an appropriate environment. At this stage we would expect the involvement of an Educational Psychologist or other outside bodies. Violence and significant disruption to learning shall never be acceptable at Buckton Vale.

## Equal Opportunities

All children shall be treated consistently and fairly as with any issue at Buckton Vale and judgements shall not be based on issues such as ability, race and gender.

## Bullying

Mental or physical attacks on an individual that are repeated more than once constitute bullying. Incidents of this type shall be recorded on the CPOMS online system. The school has an anti-bullying policy.

When incidents of bullying occur, the school shall act swiftly and decisively, implementing the appropriate sanctions, to ensure the continuation of a safe environment free of such issues.

## Reward Structure

- Verbal praise – Our aim is to give positive framing ‘catching children being good,’ to encourage growth mind-set and self-awareness.
- A point known as a ‘Dojo’ is collected on an online school system. Children will collect points to reach a target in order to visit the school’s Dojo Shop. 50/150/250 Dojos are collected in order to come and choose a prize at the shop.
- Whole class Dojo’s can be received when they demonstrate positive choices.



- In Reception, initially during Autumn 1 there is a daily Dojo prize winner who receives a sticker. Once children understand school values they then have a weekly Dojo winner and receive a prize from the box.
- From Year 1 to Year 6, Bronze (100 dojos), Silver (200 dojos) Gold (300 dojos) and Platinum (500 dojos) award and certificates for Dojos collected. The children are awarded badges with each certificate which they are encouraged to wear on their uniforms.



- Children's progress to each of the awards is visible on a 'Wall of Fame' in each classroom.

Children have their name printed and inserted onto the chart so that everyone can cheer each other on to reach the 'Gold Award.' Platinum award section will be added in the summer term.



- Reward stickers from teachers in the form of 'child created value' stickers.



- Star of the Week - Children from Year 1 to Year 6 are identified in a weekly achievement assembly. Teachers can pick up to three children per week for Star of the Week.
- A postcard sent home for special work
- Year 6 responsibilities - Year 6 children have been selected through an application and interview process where they are given specific jobs based on strengths.

- Special Achiever per term - Each term every teacher picks out a member of their class who has made exceptional progress or demonstrated respect to school expectations.
- Sports person of the week
- Proud work will be shared via twitter pages and on class dojo.

SANCTION STRUCTURE FOR RECEPTION		
	CONSEQUENCE	RESULT/ACTION TO FOLLOW
	All children will receive positive dojos and will not have received any sanctions.	Children are following school values and are in control of their behaviour choices.
PRE-EMPTIVE STRATEGIES		
	Children are given a verbal reminder about their behaviour choices enabling the child to think about their behaviour and modify it accordingly.	Children continue with their activities after the reminder and are given a chance to amend their behaviour.
	If the behaviour continues or escalates then the child is spoken to by a member of staff and they could be removed from the situation.	Dojo removed. Thinking time will be given
	A child will be sent to a Senior member of staff to discuss their behaviour choices, especially if they are in direct breach of the school values.	The class teacher must speak personally to the parent/carer via telephone on the same day where possible but within 24 hours.

## SANCTION STRUCTURE FOR YEAR 1 TO YEAR 6

Each class should have displayed clearly:

- The behaviour chart with all of the names of the class clearly labelled
- Class Partnership (paired class for Yellow card incidents)

STAGE	CONSEQUENCE	RESULT/ACTION TO FOLLOW	ASSOCIATED BEHAVIOURS
Gold	All children remaining on this section will have positive dojos and will not have received any sanctions.	Children will be returned to Gold daily	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Being respectful to the teacher</li> <li>• Being respectful to each other</li> <li>• Being respectful to yourself</li> <li>• Ready for learning</li> <li>• All equipment ready</li> <li>• Respect all equipment</li> <li>• Aspiring to achieve in all lessons</li> <li>• Follow instructions first time</li> <li>• Always use manners</li> <li>• Wait your turn to speak and respect others who are speaking</li> <li>• Be honest</li> <li>• Showing a responsible attitude</li> <li>• Being helpful</li> <li>• Being kind towards others</li> <li>• On task</li> <li>• Include each other</li> <li>• Always try your best</li> <li>• Stay seated</li> <li>• Using hands up when necessary</li> <li>• Be responsible for your behaviour</li> <li>• Apologise if you hurt someone by accident</li> <li>• Good body language e.g. sitting up ready to learn</li> <li>• Be more independent</li> </ul>
<b>PRE-EMPTIVE STRATEGIES</b>			
Purple	A second verbal warning enabling the child to think about their behaviour and modify it accordingly	Child's name moved on behaviour chart	<ul style="list-style-type: none"> <li>• Making silly noises in class</li> <li>• Out of seat without permission</li> <li>• Off task</li> <li>• Shouting out</li> <li>• Messing with equipment on the table</li> <li>• Tapping</li> <li>• Not ready to start the lesson</li> </ul>
Blue	Isolation in class	Child's name moved on behaviour chart.	<ul style="list-style-type: none"> <li>• Continue with behaviour that led to a purple card</li> <li>• Answering back to an adult</li> <li>• Not enough work completed in a lesson</li> </ul>

			<ul style="list-style-type: none"> <li>• Negative report from lunchtime</li> <li>• Repeatedly shouting out</li> <li>• Talking when an adult is talking</li> <li>• Writing notes in lessons</li> <li>• Ignoring instructions</li> <li>• Not in the right place at the right time</li> </ul>
PRE-EMPTIVE STRATEGIES			
Green	Reflection Time in another class	Child will go to work in isolation for a short period of time.	Children are offered the chance to consider their behaviour choices in 'reflection time.' This is usually outside of the classroom or in the school office area.
YELLOW CARD PROCEDURES			
Yellow	Yellow card issued. Pupil goes to another class for remainder of the morning or afternoon.	<p>Child's name moved on behaviour chart. A record of a yellow card and the reason it was given is recorded digitally on our school CPOMS system. This allows senior staff the ability to monitor and support the child or staff member.</p> <p>The class teacher must speak personally to the parent/carer via telephone on the same day where possible but within 24 hours.</p> <p>Class teacher must have a follow up conversation with the child so reintegration is successful.</p> <p>The teacher receiving a child on a yellow card will support them positively.</p>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions from an adult</li> <li>• Swearing directly at another person</li> <li>• Purposeful damage to property</li> <li>• Racist or discriminatory language or action</li> <li>• Purposefully hurting another person</li> <li>• Stealing</li> <li>• Any act of physical violence resulting in damage to a person or property</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Persistent disrespect – no regard for others and own actions</li> </ul>

Each new day starts afresh but reasonable adjustments might be required if a child is on severe behaviour management systems such as a behaviour plan. A behaviour plan can be set up at any time if the teacher is concerned about a child's behaviour pattern. (This will be in liaison with the school Specialist Educational Needs leader) It is intended that a personalised behaviour plan will help to prevent potential exclusions from school.

The above order should be followed wherever possible. However, there are times when a child shall jump straight to seeing the Head Teacher or a member of the Senior Leadership Team. At the discretion of the teacher, the child's parent shall be contacted if this has been necessary.

Incidents of a significant severity: refusing to leave a class when told; refusing to do as directed; physical violence, or threat of physical violence; use of inappropriate language to an adult or child (swearing; euphemisms for swearing; insults; outbursts of anger, etc.) shall be recorded on the schools CPOMs system. These types of incidents are unacceptable at Buckton Vale.

#### Repeated incidents of Purple or Blue cards

If children receive three purple or two blue cards in a week they will be asked to stay in during their break times, this will be known as LOFT. (Loss of free time) During this time they will be asked to write apology letters or finish incomplete tasks.

#### Three Yellow Cards in the same academic year = A letter home to parents/carers or meeting arranged

By this point a personalised behaviour plan will have been set up, with input from the teacher, child and parent and school Special Educational Needs Leader. (SENCO) A daily communication will be necessary and a period of time agreed for it to run. At this stage, parents are involved through carefully planned and agreed meetings (involving the class teacher and a member of the school senior leadership team) and strategies should be discussed in order to prevent exclusion. All incidents of yellow cards are recorded using our online CPOMs system. This evidence will be taken into consideration at the point of the behaviour plan implementation or exclusion.

#### Five Yellow Cards in the same academic year = can result in pupils being at risk of exclusion

Failing the implementation of the Behaviour Plan, the Head Teacher will reserve the right to carry out an exclusion or exclusions for a child, using both internal as well as external solutions, working in partnership with parents in order to find the best possible outcome for all.

#### In conclusion

With application of the Buckton Vale Behaviour Policy a calm, focused and safe environment shall be fostered to ensure our children have the opportunity to develop free from disruption and violence in order to achieve their potential.

In all circumstances we would expect parents to support the school in any discipline issue. If you feel that actions taken were not appropriate then your first point of contact should be the class teacher. Should this communication not be successful then liaison via a senior member of staff will be necessary. If after this you are not satisfied then the governors should be contacted.

Signed: Chair of Governors

Signed: Head teacher

The image shows two handwritten signatures in black ink. The top signature is a stylized, cursive signature that appears to be 'A. L. J.'. The bottom signature is 'D. Brown' written in a cursive style.

### **PLAY/LUNCH TIME BEHAVIOUR POLICY STATEMENT**

## Introduction

The purpose of this policy is to give a clear code of conduct for the use of all adults and children at Buckton Vale Primary School. The policy has been put together after discussion with staff and children, and reflects the consensus of opinion. The implementation of this policy is the responsibility of all staff and lunchtime organisers.

## Rationale

Our purpose is to provide a happy, secure environment at playtime and lunchtime in which children develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually.

At Buckton Vale we expect that the school values will be followed at play times as well as during the rest of the school day, and that children will respond respectfully to all adults. Lunchtime supervisors should be treated with the same respect as other adults at Buckton Vale and are an integral part of our staffing team.

We believe that emphasising positive behaviour in our school promotes positive behaviour. A well-managed, orderly environment will encourage children to react in a positive, caring way.

## Our playground code

We agree that we will:

- Look after each other and our play equipment
- Play together sharing in a kind polite way
- Walk to and from the playground back into our class line up order
- Listen to our lunch time supervisors and do as they ask
- Stop playing when the whistle blows/bell rings and line up promptly and calmly, preparing to re-enter school focused and ready to learn.
- Engage in the many sporting activities available to us

## Working with Lunch time Supervisors

Our lunchtime team are trained to use the LEAF system to support any disagreements between the children.

**L** is for LISTEN – to all sides of the story.

**E** is for EMOTION – allow the children to express how they feel and why.

**A** is for AGREEMENT OR ACKNOWLEDGE – we agree to next steps, apologies or actions we might need to take next. Children might acknowledge they made a wrong choice and agree to move on.

**F** is for FOLLOW UP – it is imperative the adult ‘checks in’ with the child the next day to ensure the problem has gone away.

### The lunch time supervisors have agreed to:

- Talk in a quiet voice
- 'Catch the child good' notice when children are making good choices
- Think positively and identify good things being done in the dining hall and in the playground
- Provide encouragement during all outdoor activities to develop a positive playground atmosphere
- Use the system of rewards for children such as dojos and stickers

The lunchtime supervisors have agreed to "hand over" their class to the teacher in the classroom. They will communicate areas of concern and the names of children who deserve praise. The teacher can then decide to give out Dojos in line with the school reward system. If there has been any behavioural incidents the lunchtime supervisors will pass on the written details for the teacher to enter on to the CPOMS system.

There will be regular lunchtime meetings with the supervisors and school leadership team members to allow for discussion of areas of concern.

### Rewards

We believe that rewards for academic and social achievements hold equal status. Lunchtime organisers use a range of rewards for children which include:

- Public praise in front of peers
- Reward stickers
- Specific privilege cards
- Nomination's to teacher for positive dojos
- Sports person of the week

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. We believe that we should always try to understand the reasons for misbehaviour, so we can deal with it most effectively. When dealing with problems, it is **important to label the behaviour and not the child.** All violent behaviours should be reported to the class teacher to be recorded on CPOMS.

### Unacceptable behaviour

At Buckton Vale there is no place for violence, bullying, harassment (racial or sexual) vandalism rudeness to adults or bad language.

### Unacceptable behaviour includes:-

- Deliberate actions to hurt another
- Bullying (physical and verbal)
- Spitting
- Swearing
- Theft
- Name calling
- Answering back

We have an agreed range of sanctions (known as consequences)

### Sanctions

When the playground code is broken there must be a system of appropriate sanctions. The sanction should be seen to match the offence in order to be most effective. At Buckton Vale we work to create a climate of opinion in which the sanctions will have the greatest effect.

We believe that sanctions must be fair, clear and well defined with meaning.

### Lunchtime supervisors use the following range of sanctions:

- verbal warning taking care to separate behaviour and child e.g. "That behaviour is not what we expect" rather than "You are a naughty boy/girl"
- walk with the supervisor
- report to the teacher (for information only) who will enter the incident onto CPOMS if they feel it is required

Repeated behaviour problems will be shared with the class teacher, who will contact parents to discuss if it is felt necessary.

At Buckton Vale we encourage whole group discussions giving everyone an equal voice and the opportunity for the children to solve their own disagreements with the support of staff.

### Supervision

- If any child is kept or left in classrooms at play or lunchtime, the class teacher is responsible for their supervision.
- It is the responsibility of all staff and supervisors to take reasonable care for all children whilst on site during the lunchtime.
- We have agreed that lunchtime supervisors will be prompt to collect the children for dinner. Also that teachers will be prompt to be back in their class for a "hand over" at 1.30pm.

### Wet lunchtime

We have agreed to provide wet play time activities including games and colouring packs for each class.

### Dining hall

In the dining hall children are expected to wait quietly for their lunch. Meals are pre-ordered through the Dolce online system at home by parents. Every day there is a choice of food available including a vegetarian option. The children are expected to find their name on a screen at the counter. Their choices for the day are then displayed for the kitchen staff to serve appropriately. The system also indicates any allergies and alerts the kitchen staff. We encourage children to try any new foods.

Children who opt for a packed lunch are supervised in the hall. They are encouraged to chat quietly and take home any remains of food or packaging. Water is available for all children.

The following appropriate behaviours have been drawn up after consultation with staff and children: We agree that we will:

- Be polite to one another
- Finish each mouthful of food before speaking to our friends.
- Be careful how we use the cutlery.
- Wait for the lunch time supervisor to tell us to go.
- Walk into the dining hall quietly and sensibly.

After eating their lunch the children clear their tray and go outside to play. In the cold weather, children collect their outdoor wear from their cloakroom.

### Play areas

The playground has been zoned to allow for a variety of activities. The play areas have been marked to encourage games such as hopscotch, tennis, football, running and imaginative play. There are also quiet areas for colouring and reading.

We aim to encourage children in Year 6 to take some responsibility for helping with some games and activity zones; monitors put out and tidy away the play equipment, sports leaders support the sporting activities and peer mediators are trained to offer support for any child feeling alone or in need of help with a friendship fall-out. Upper Key stage 2 get the opportunity to play football, cricket and other organised games on the field.

### Our Sanction Structure

- A varied range of activities are available to maintain the child's physical and mental well-being. Children are reminded about how to use playground equipment. Adults warn children verbally if their behaviour is inappropriate.
- If a child receives a second warning then they are asked to shadow the adult for 5 minutes.
- Any more serious incidents such as aggressive behaviour either physical or verbal are supported by members of the senior leadership team.
- In KS1 positive behaviour is rewarded with stickers, which are collected on cards, when full with 20 stickers children can collect a small prize from the box.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. These children are offered a 'checking in' opportunity with a member of staff, usually an SLT member, so that they can discuss any positives or concerns regularly.
- A few children identified as requiring support at lunchtime will be offered a 'structured lunchtime' this will be prepared and agreed with parents. It offers a clear timetable for the child so they know what they are doing each lunchtime. Any plans of this nature will be discussed with parents half-termly.

SANCTION STRUCTURE FOR YEAR 1 TO YEAR 6 during LUNCHTIME

Each class should have displayed clearly:

- The behaviour chart with all of the names of the class clearly labelled
- Class Partnership (paired class for Yellow card incidents)

STAGE	CONSEQUENCE	RESULT/ACTION TO FOLLOW	ASSOCIATED BEHAVIOURS
Gold	All children remaining on this section will have positive dojos and will not have received any sanctions.	Children will be returned to Gold daily	<ul style="list-style-type: none"> <li>• Joining in a sporting activity</li> <li>• Good sportsmanship</li> <li>• Supporting friends if they look lonely</li> <li>• Including everyone in your game</li> <li>• Kind words</li> <li>• Good listening to adults</li> <li>• Responsible lining up</li> <li>• Quiet walking when in school</li> <li>• Staying in boundaries</li> <li>• Good manners in dining room</li> <li>• Respect for the Adult</li> <li>• Facing the right way when eating your dinner</li> </ul>
<b>PRE-EMPTIVE STRATEGIES</b>			
Purple	A second verbal warning enabling the child to think about their behaviour and modify it accordingly	Child's name moved on behaviour chart.	<ul style="list-style-type: none"> <li>• Hurtful words</li> <li>• Shouting out</li> <li>• Ignoring the whistle indoor or outdoors</li> <li>• Running in the hall/corridor/path to field</li> <li>• Taking other people's lunches or bottle</li> <li>• Bottle flipping</li> <li>• Not facing your dinner</li> <li>• Swinging coats or jumper/cardigan</li> </ul>
Blue	Isolation in class	Child's name moved on behaviour chart.	<ul style="list-style-type: none"> <li>• Disrespect to school equipment</li> <li>• Not listening to an adults advice</li> <li>• Going out of boundaries</li> <li>• Hitting / pushing / dragging / rolling games</li> <li>• Irresponsible lining up</li> <li>• Throwing stones / sticks / fruit</li> <li>• Digging in earth or climbing / swinging from trees</li> <li>• Offensive words to friends / adults</li> </ul>

PRE-EMPTIVE STRATEGIES			
Green	Reflection Time	Children are offered the chance to consider their behaviour choices in 'reflection time.'	<ul style="list-style-type: none"> <li>• Sit on reflection bench for 5 minutes</li> <li>• If behaviour continues stand with an adult for 5 minutes</li> </ul>
YELLOW CARD PROCEDURES			
Yellow	Yellow card issued. Pupil goes to another class for remainder of the morning or afternoon.	<p>Child's name moved on behaviour chart. A record of a yellow card and the reason it was given is recorded digitally on our school CPOMS system. This allows senior staff the ability to monitor and support the child or staff member.</p> <p>The class teacher must speak personally to the parent/carer via telephone on the same day where possible but within 24 hours.</p> <p>Class teacher must have a follow up conversation with the child so reintegration is successful.</p> <p>The teacher receiving a child on a yellow card will support them positively.</p>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions from an adult</li> <li>• Swearing directly at another person</li> <li>• Purposeful damage to property</li> <li>• Racist or discriminatory language or action</li> <li>• Purposefully hurting another person</li> <li>• Stealing</li> <li>• Any act of physical violence resulting in damage to a person or property</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Persistent disrespect – no regard for others and own actions</li> </ul>

### Review

The effectiveness of this policy statement will be reviewed and discussed at a staff meeting in the summer term of 2021. Revisions will be made accordingly. Although regular meetings will be held throughout the year to gauge an awareness of how things are progressing.

Signed: Chair of Governors



Signed: Head teacher

