

# Buckton Vale Primary School



## Behaviour Policy and Anti-Bullying Policy 2024

*“We accept every emotion but not every behaviour”*

## Statement of intent

At Buckton Vale we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. As a school, we accept all emotions but not all behaviours.

## Purpose of this policy

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible citizens. It is written for the benefit of all members of the school community, to enable everyone to understand the policy of the school and to apply it fairly and consistently.

At Buckton Vale, our values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident and happy citizens. Our values are:

### **Responsibility, Honesty, Respect, Happiness, Aspire to achieve, Believe**



**Responsibility** - promoting good citizenship, taking ownership of our actions.

**Honesty** - being true to yourself despite what the consequences may be.

**Respect** - understanding the need to be considerate to ourselves, others and our environment.

**Happiness** - the key to learning.

**Aspire to achieve** - aiming high; celebrating our own achievements and the achievements of others.

**Believe** - developing confidence in our own abilities.

Our aims for behaviour are that all children will:

- Achieve their potential in terms of self-esteem, academic achievement, self-discipline and spiritual awareness
- Be tolerant and act with understanding and consideration for the rights, views and property of others, regardless of race, gender, religion or sexual orientation
- Develop a positive, responsible and co-operative attitude towards work
- Take pride and a responsible interest in caring for their environment, their community and, as far as possible, take responsibility for their own actions
- Develop into citizens who exemplify the values within their later life, supporting and promoting British Values.

Staff will conduct themselves at all times in a manner commensurate with the following agreed principles:

- Being Consistent
- Being able to justify their actions in the implementation of rules, rewards and consequences
- Being a good role model
- Adopting Relational Inclusive language and approaches
- Remaining calm
- Having high expectations
- Showing respect
- Setting clear targets to enable future identifiable progress
- Being approachable
- Recognising positive behaviours
- Using praise
- Acting without judgement or prejudice
- Giving the child a voice
- Providing a safe environment that promotes the wellbeing of all children
- Promoting respect and responsibility of our school environment

Children will:

- Be kind, polite, friendly and respectable to all members of the school community (Staff, children and visitors)
- Support each other throughout the school day
- Regulate their behaviour to ensure they are making the correct choices
- Understand when it is appropriate to speak and listen to others
- Respect school property and the property of others
- Dress appropriately and safely for all school activities
- Understand the importance of kind hands, feet and words
- Respect the personal space of others
- Work to the best of their ability
- Consider the needs of others and listen to their opinions

Parents/Carers will:

- Help their child to attend school regularly, on time, properly equipped and wearing correct school uniform
- Support the school policies and guidelines for behaviour
- Treat staff members with respect and politeness, listening and communicating with courtesy
- Support the Relational Inclusion culture and language adopted within school
- Be considerate to the needs of others and be prepared to listen without judgment or aggression
- Let the school know about any concerns or problems that affect their child's work or behaviour
- Attend information, open and parents' evenings and opportunities for discussion about their child's effort, progress and behaviour
- Support their child in homework and other opportunities for home learning

This policy is fundamentally linked to the work done through Personal, Social and Health Education (PSHE) and Sex and Relationships Education (SRE) curriculum which aims to teach our pupils how to exemplify and actively promote the school's values. It is underpinned by thorough and regular input from pupils through our School Council.

## Class Dojo

Class Dojo enables adults in school to reward children for positive behaviour and actions with feedback being sent instantly to the parent or carer. For every positive choice acknowledged and rewarded by the adult, the child receives Dojo points. Classes can share work on Class Dojo and details about events. It also allows parents to communicate information about their children with their teacher. Once a child has reached a certain number of Dojos, they are rewarded with a prize of their choice from the Dojo Shop. These are gained at various points throughout the academic year. Once a child reaches a total of 50, 150 and 250 Dojos they are invited to choose a prize from the Dojo Shop. Upon receipt of 100 (Bronze), 200 (Silver), 300 (Gold) and 400 (Platinum) Dojos children are awarded a certificate and a bronze, silver or gold badge which they are encouraged to wear on their uniforms. Children do not lose Dojo points once they have been awarded.

## Reward Systems





We encourage acceptable behaviour by consistently recognising, highlighting and rewarding appropriate behaviour which underpins and promotes our values. All adults in school explain and demonstrate the behaviour we wish to see, ensure that feedback is constructive and actively encourage the children to be responsible for their own behaviour. Children are praised for effort, achievement and appropriate behaviour. We believe that our reward system will encourage children to work hard, behave well and work together. It will not only apply to academic achievement and success but also celebrate examples of good citizenship and acts of kindness and consideration. The system will be applied consistently by all staff throughout the school. There are three aspects:

<b>Intrinsic reward</b>	Promotes a child's feeling of self-satisfaction in their own achievement
<b>Individual reward</b>	Will recognise and reward a child's individual efforts and achievement
<b>Whole class reward</b>	Will acknowledge the teamwork and collaboration exhibited within a class/group

Rewards are applied in the following way:

- Star of the Week – Children within school are identified in a weekly achievement assembly. Parents will be invited to attend the Star of the Week assembly.
- Head Teacher Award – Children are identified by the Head Teacher and staff where children have demonstrated our values on a consistent basis or achieved a personal challenge. Parents will be invited to attend the assembly.
- A postcard sent home for special work
- 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.

**BEHAVIOUR LADDER TO BE DISPLAYED IN EVERY CLASSROOM  
UNIVERSAL EXPECTATIONS FOR LEARNING**

<p align="center"><b>MAGIC 3</b></p>	<p align="center">GOOD LOOKING GOOD LISTENING GOOD SITTING</p>	
<p align="center"><b>REFOCUS</b></p>	<p align="center">Support to refocus learning</p>	
<p align="center"><b>REMINDER</b></p>	<p align="center">Remind child of the learning ladder goals (Magic 3) and provide an opportunity to self-regulate (Zones Of Regulation)</p>	
<p align="center"><b>REDIRECTION</b></p>	<p align="center">Discussion about behaviour, a reminder of consequences. Direct instruction to regulate behaviour (with opportunity to co-regulate where necessary)</p>	
<p align="center"><b>REFERRAL</b></p>	<p align="center">Unable to regulate behaviour. Move to another classroom for the remainder of the session. Receiving adult told child will be in their class and parents informed.</p>	
<p align="center"><b>REPAIR</b></p>	<p align="center">Plan for better next time. Lost learning will be completed. Apologies will be made. Damaged property will be repaired or paid for</p>	

In all instances, we may use our CPOMs system to record incidents of significance or reoccurring incidents. Staff members will support the school in investigating patterns of inappropriate behaviour so that effective support can be offered to the child in removing any barriers to learning. All staff involved within the incident will need to log their account of the event for the child/children.

We recognise that certain inappropriate behaviours are more serious than others and the following are suggested in levels of scale (this list is not exhaustive):

## **Unacceptable behaviours**

- Talking at the wrong time
- Shouting for attention
- Persistently out of seat
- Causing a minor disturbance to other children at work or play
- Making unnecessary noise
- Use of inappropriate language (not swearing)
- Name-calling
- Behaving disrespectfully (arguing aggressively/answering back)
- Significantly interfering with someone else's work or play
- Deliberately damaging or stealing property
- Throwing objects
- Rough play fighting
- Repeated refusal to follow instructions
- Swearing
- Verbal abuse of an adult
- Fighting or intentionally hurting other children/adults
- Racial, cultural, gender-based or homophobic abuse
- Bullying
- Encouraging others to misbehave

## **Reminder: Verbal reminder of following of the rules**

### **Redirection: Time-out or consequence recommended:**

**KS1: 5 mins in Zones of Regulation area**

**KS2: 5 mins in Zones of Regulation area**

### **Referral: Time-out or consequence recommended:**

**Whole session in another class e.g. 9-11am; 11-12am; 1-3pm.**

**Next breaktime or part of lunch is missed and there is a chance to catch up on work/repair any damage caused.**

**For some behaviours, it may be necessary to move straight to the Referral section.**

If a child is persistently behaving in a manner which is unacceptable other consequences may include internal seclusions for a longer period of time (e.g. ½ a day/1 day) this will be at the discretion of the Deputy Headteacher or Headteacher.

Some children will require an individual support plan. This will be called **Beyond Dojo** and will be a personalised plan that will be agreed with the Child, Class Teacher, Parents and Headteacher

### **Effective strategies for encouraging appropriate behaviour:**

- Show children that you value their efforts and hard work beyond anything
- Give pupils work that is relevant
- See beyond the behaviour in a search for interests and matched to abilities; look for the underlying cause in line with Relational Inclusion

- Expect and reinforce positive choice and appropriate behaviour through praise and reward

#### Important things for adults to do:

- Be positive
- Organise yourself and the classroom well
- Be seen as fair and consistent
- Don't punish whole groups
- Encourage pupils to take responsibility
- Don't use unnecessary sanctions
- Develop good relationships with pupils
- Avoid labelling or anticipating poor behaviour – parents and staff
- Lead by example
- Act as a good role-model – model the behaviour you would like to see in others
- Repair relationships
- Use Relational Inclusion language

### **Repair**

At Buckton Vale we promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The Behaviour ladder is displayed in every classroom. We recognise the importance of a calm, consistent approach when dealing in situations where a child has not followed the school expectations. If a child has not followed the behaviour expectations they will be given a 'cooling down' period. Children will be given the option to-

- Have their voice heard
- Agree not to interrupt when another person is talking
- Reflex on their behaviour choices
- Work together to agree a solution/ appropriate consequence

Issues will be addressed appropriately and promptly by adults in school and work will be done to help look beyond the action of the child to find the cause of the issue.

#### Consistent playground and lunchtime procedures

- In the playground all children are expected to play responsibly – children will be shown how to play at playtime and lunchtime by their teachers and play leaders.
- Failure to play responsibly may result in children being asked to stay with the member of staff on duty, teaching assistant or midday supervisor for part of or the remainder of the break.
- All children must stay still on the first bell and move sensibly across the playground and through school when their class is called.

Bullying: Bullying is never acceptable at Buckton Vale Primary School. The procedure for dealing with bullying is reinforced with all pupils through assemblies, class teaching and through our annual Safety Week. For more details see the Anti-Bullying Policy. – Appendix One for ease of reference

## Zones of Regulation

The zones of regulation are an approach we have introduced to support the development of self-regulation for all children. The feelings and states of alertness are categorised into four coloured zones and children have been taught how to use the zones to talk through their emotions. Children who are well regulated feel more in control, focused and ready to learn.



*“We accept every emotion but not every behaviour”*

### Continual or Escalated Behaviours:

In recognising that significant and repeated inappropriate behaviour is very often caused by other factors, we aim to ensure that children can be supported at an enhanced level so that they can learn to self-moderate. School staff will intervene and support the child to help them self-regulate. Following the identification of concerns by a staff member or parent/carer, we would investigate three potential pathways:

**Emotional:** a child's behaviour may be affected by circumstances or issues which are impacting on their emotional wellbeing. There are many and varied reasons which could impact a child's emotional state, including the possibilities that the child is subject to external factors which require safeguarding support and intervention.

**Medical/Developmental:** a child's behaviour may be affected due to a medical or developmental issue or condition. This would be addressed through a SEND pathway and is covered by SEND policy and practice.

**Environmental/Social:** a child's behaviour may be affected by factors which relate to their social circumstances; e.g. home life/family interactions/school-based perceptions. School's safeguarding policy makes clear how these issues should be reported and addressed. We remain resolute in our belief that it is our responsibility to ensure children are happy and successful, both in and out of school. We act in all cases where we believe that environmental/social/family circumstances are negatively impacting a



child's school life. These actions are often **proactive**: e.g. using our PHSE policy to teach our children what healthy family life should look and feel like; supporting families experiencing hardship. Actions can also be **reactive**: e.g. speaking to and working with parents when a report is made by a staff member or child which raises an environmental or social concern; referral to social services when reports are raised which indicate the potential for elevated risk to a child (safeguarding policy and practice is used in the management of these cases).

In all cases, staff are instructed to act with objectivity and without prejudice, with the only aim to remove a potential barrier to learning.

## **Physical Intervention**

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## APPENDIX 1

### BULLYING

Buckton Vale is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school strives to be a bully-free place.

#### **What is bullying?**

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or a group of people. A useful way to remember bullying is **SEVERAL TIMES ON PURPOSE**

#### **Bullying can be:**

Physical: e.g. kicking, hitting and damaging their belongings.

Verbal: e.g. name calling, threats and making offensive remarks.

Indirect: e.g. spreading nasty stories about someone, gossiping and leaving someone out from social groups like games.

Cyber: sending nasty emails, online messages, texts or making nasty phone calls.

#### **Bullying can be about:**

Race, ethnicity, religion or belief

Sexist bullying, e.g. saying that they are acting 'like a boy' or 'like a girl'

Special educational needs or disability

What someone looks like

Where somebody lives

#### Aims

- To eliminate incidents of bullying
- To deal with bullying effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of bullying
- To monitor and evaluate the effectiveness of the anti-bullying policy
- To review the anti-bullying policy to inform future practice

#### General principles

- Our work is based on mutual respect and we value and respect everyone
- Our curriculum is aimed at preventative approaches to bullying and intimidation
- No-one should have to tolerate bullying because bullying hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to a bullying incident
- A response to bullying must be made and seen to be made

#### Implementation

Our anti-bullying policy will be implemented through:

- Consulting and informing staff and pupils about our anti-bullying policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-bullying through assemblies

- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-bullying strategies
- Promoting anti-bullying values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

### Guiding principles for dealing with Bullying

Buckton Vale Primary School takes incidents of bullying seriously. When bullying is reported it is dealt with quickly and in an appropriate manner

- Time is the key; so, pupils feel supported, respected and valued
- The needs and problems of both the person doing the bullying and the victim need to be considered
- Bullying must never be ignored by members of staff, whether it is reported to, or apparent to them
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussions about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with bullying seek guidance

### Procedures

In the first instance, pupils who are perceived to have bullied should be given an opportunity to act restoratively, supported by staff members trained in the 'no-blame' approach to conflict resolution.

- A teacher will talk to the perpetrator and find out why s/he is bullying others
- The incident will be logged and proven cases reported on Arbor, (parents to be informed of this)
- The behaviour of the perpetrator will be monitored
- Should further incidents occur the parents of the bully will be informed and involved
- It may be decided the perpetrator needs further help
- In very serious cases the Head Teacher will decide if further action needs to be taken

Dealing With Racist Incidents

RACISM – A racist incident is any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry)

Legal obligations

Schools in Tameside have had guidance available since 1987 advising them of the need to have a clear policy towards racist behaviour. This requires:

- That all schools record racist incidents
- That all recorded incidents are reported to Governors
- That all recorded incidents are reported to the pupils' parents/guardians, school governors and LA
- That the numbers and self-defined ethnicity of 'excluded' pupils are published annually on a school-by-school basis

Aims

- To eliminate incidents of racism
- To deal with racism effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of racism
- To monitor and evaluate the effectiveness of the anti-racism policy
- To review the anti-racist policy to inform future practice

What is racism?

Racism is defined above but may include the following behaviour or actions:

- Incitement of others to behave in a racist way such as bringing racist leaflets, magazines or computer software into school
- Physical assault against a person or group because of colour, race and/or ethnicity
- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language
- Racist graffiti – wearing racist badges or insignia and other provocative behaviour
- Racist comments during lessons
- Attempts to recruit other pupils to racist organisations and groups
- Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect
- Ridiculing someone because of their cultural differences
- Incidents may not involve a direct victim and these are described as 'victimless'. This is where, for example, a pupil makes derogatory comments about a particular racial group but there are no members of that group in the classroom.

General Principles

- Buckton Vale is an anti-racist school
- Our approach will seek to educate (or re-educate) perpetrators and to assure victims that racism is not tolerated
- We work in partnerships based on mutual respect and we value and respect everyone
- Our curriculum includes preventative approaches to anti-racism
- No-one should have to tolerate racism because racism hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to racist incidents
- A response to racism must be made and seen to be made

### Implementation

The anti-racist policy will be implemented through:

- Consulting and informing staff and pupils about our anti-racist policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-racist attitudes through assemblies
- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-racist strategies
- Promoting anti-racist values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

### Guiding principles for dealing with Racism

Buckton Vale Primary School takes racist incidents seriously. When racism is reported it is dealt with quickly in an appropriate manner.

- Time is the key, so pupils feel supported, respected and valued
- The needs and problems of both the victim and the perpetrator need to be considered
- Racism must never be ignored by a member of staff
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussion about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with racist incidents seek guidance

### Procedures

- The procedures outlined under the point system of our Behaviour Policy will be implemented
- All racist incidents will be investigated as quickly as possible
- All racist incidents will be logged in accordance with policy
- The incident will be discussed with the perpetrator
- The victim will be offered support
- The behaviour of the perpetrator will be monitored

### APPENDIX 3

Internal seclusions, seclusions at another school, suspensions or permanent exclusions may be invoked for any of the following behaviours:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist, gender-based, religious or homophobic abuse
- Sexual misconduct
- Drug and/or alcohol related behaviour
- Theft
- Putting health and/or safety of self or others at risk
- Cyber-bullying or victimisation/use of digital social media to intimidate