



Buckton Vale
Primary School

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. 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, respect, reflection and empathy is 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.

While 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 discipline 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. 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 develop the children's understanding 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 the incident and bullying book.
- To ensure fairness and consistency in the implementation of the policy when contentious situations or parental complaints arise.

The Role of the Headteacher

- 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 the positive and clearly and regularly 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 may 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 the Behaviour learning and emotional support (BLIS), 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.

Negative behaviour monitoring

Individual children will be put from time to time on a behaviour book as a tool for increased daily communication between home and school and as a record and log of individual behaviour.

Parents and teachers shall comment daily.

Bullying

Mental or physical attacks on an individual constitute bullying. Incidents of this type shall be recorded in the Bullying Book held in the Headteacher's office. This shall be reviewed half-termly. 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 and Sanctions

Below is the reward and sanction structure recommended for use. Other systems that are individually appropriate to individual classes can also be used if agreed with the Head Teacher. This will allow bespoke methods to be designed for individual classes of varying ages and motivations. These will be made clear to the children by the class teacher.

Reward Structure

Individual

- Verbal praise
- Verbal feedback to a parent
- Reward (sticker, etc) from teacher
- Reward from Headteacher or Deputy Headteacher
- Star of the Week - Identified in Achievement Assembly weekly
- Star of the day – KS1 only
- Collection of Value cards

Children are given these daily for following our school values. They are entered into a class box and a weekly draw involves a child winning a prize.

- Lunchtime stickers – collected in KS1 on a card. Prizes are given out once the card is full. In KS2 children prefer to be given value cards. All staff have value cards at lunchtime.
- Ambassador awards (introduced January 2015)
An ambassador must be a role model and is chosen by the teachers through a nomination process. All teachers get the opportunity to nominate an ambassador weekly. Significant prizes have been agreed for the winning ambassador at the end of the academic year.
- Prefects in Year (Introduced January 2015)
Year 6 children have been selected through an application process where they are given specific jobs based on strengths.
- Special Achiever per half-term
Each term every teacher picks out a member of their class who has made exceptional progress or demonstrated respect to school expectations.

Whole Class rewards

- Special class activity

Every week children now get an hour of Fix it time or Golden Time. The idea here is that children are given a chance to complete any tasks they wish or improve them. Some time is given for children to write back to the teacher regarding their learning. After fix it time the children are given a chance to choose what they would like to do. A range of activities are available for independent learning in the classroom. Whilst children are working independently the teacher uses this time to talk to individual children regarding targets or offers support to various groups of learners based on assessments each day.

- Smiles

Whole classes collect smiles on a daily basis from all members of staff who spot them making good choices. These are collected and recorded on classroom charts and when 50 have been collected children received an extra 15 minutes playtime outside.

- Whole Class agreed activity

Children worked together with the teacher to decide on a treat for the end of the half term. For example; Cinema afternoons, beauty parties & craft afternoons.

Both the reward structure and reward should be suitable for the age and interests of the class of children concerned. Therefore children are involved in the discussions regarding both rewards and sanctions.

- Lunchtime behaviour certificate

In liaison with other lunchtime staff the senior lunchtime organiser chooses which class has shown good manners and prompt lining up. Certificates are given out in celebration assembly.

SANCTION STRUCTURE		
Each class should have displayed clearly: <ul style="list-style-type: none"> • The behaviour chart with all of the names of the class clearly labelled • The Golden Time Award showing the activity that has been agreed at the start of each half term • Class Partnership (paired class for Yellow card incidents) 		
STAGE	CONSEQUENCE	RESULT/ACTION TO FOLLOW
Gold	All children remaining on this section of the class chart will take part in a whole class treat at the end of the half term (classes negotiating together what they would like to do)	<ul style="list-style-type: none"> • Children will be returned to Gold daily
<ul style="list-style-type: none"> • Before moving a child to purple and therefore another group remember step 1. Give them a verbal warning reminding them of the rule they are breaking 		
PRE-EMPTIVE STRATEGIES		
Purple	A second verbal warning enabling the child to think about their behaviour and modify it accordingly	<ul style="list-style-type: none"> • Child's name moved on behaviour chart and the child asked to seek support in another group.
PRE-EMPTIVE STRATEGIES		
Blue	Isolation in class	<ul style="list-style-type: none"> • Child's name moved on behaviour chart. Parents are informed if a child is repeatedly moved to blue in class e.g. several times in 1 week.
PRE-EMPTIVE STRATEGIES		
Yellow	Yellow card issued. Pupil goes to partner class for remainder of session with <u>yellow slip</u> and appropriate work	<ul style="list-style-type: none"> • Child's name moved on behaviour chart. • 1 yellow card = 15 mins missed from previously agreed activity. • RECORD of Yellow card and reason it was given is kept digitally on an individual behaviour log. • CLASS TEACHER MUST SPEAK PERSONALLY TO PARENT/CARER, PHONE OR SEND A LETTER ASKING TO SEE PARENT/CARER TO DISCUSS MATTER. • Class teacher must have a follow up conversation with the child so reintegration is successful.

The positive behaviour aspects shall run alongside the negative, so for example if a child has their name moved they can still be identified for positive behaviour and rewarded for it.

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. 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 Headteacher 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 individual behaviour logs digitally.

These types of incidents are unacceptable at Buckton Vale and will be treated very seriously. The following steps will be followed:

- First incident: Letter home to parents/carers
- Second incident: 1 day suspension
- Third incident: 3 day suspension
- Fourth incident: 5 day suspension
- Fifth incident: Permanent Exclusion

A behaviour plan should have been written by point four in the above incident list. 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 permanent exclusion. All incidents of yellow cards are recorded digitally. This evidence will be taken into consideration at the point of the behaviour plan implementation.

In conclusion

With application of the Buckton Vale Behaviour Policy a calm, focussed 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, if this is not suitable then the Headteacher should be contacted. If after this you are not satisfied then the governors should be contacted and then Tameside LA.

Signed _____ (Chair _____ of
Governors).....Date.....

Signed:(Headteacher).....Date.....

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