



# 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 calm and ordered atmosphere of understanding 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'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 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 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 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 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 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.

### Individual Reward Structure

- Verbal praise
- A point known as a 'dojo' collected on an online system. The winner (the child with the most points) will be able to choose a prize from an agreed prize box (with prizes requested via the school council) on a weekly basis. Presently, the schools friends of Buckton Vale donate £300 per annum for prizes.
- Bronze (100 dojos), Silver (200 dojos) and Gold (300 dojos) award certificates for Dojos collected.
- Verbal feedback to a parent
- Reward stickers from teacher in the form of 'child created value' stickers.
- Reward from Headteacher or Deputy Headteacher
- Star of the Week - Identified in weekly achievement assembly
- Dojo praise of the day – reception children
- Lunchtime value stickers
- 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

### Whole Class rewards

- Special class activity

In Key Stage 1 every week children now get an hour for 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.

- Dojos

Whole classes collect dojos 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 500 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.

- Lunchtime behaviour

In liaison with lunchtime staff and school council we have created a new lunchtime charter. This includes all our school values and what the behaviour should look like at lunchtime. Children following one of the school values are given a values sticker by the lunchtime teacher ready for a dojo to be added by the teacher.

SANCTION STRUCTURE		
Each class should have displayed clearly: <ul style="list-style-type: none"> <li>• The behaviour chart with all of the names of the class clearly labelled</li> <li>• Class Partnership (paired class for Yellow card incidents)</li> </ul>		
STAGE	CONSEQUENCE	RESULT/ACTION TO FOLLOW
Gold	All children remaining on this section will have positive dojos and will not have received any sanctions.	<ul style="list-style-type: none"> <li>• Children will be returned to Gold daily</li> </ul>
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"> <li>• Child's name moved on behaviour chart and 1 dojo removed.</li> </ul>
PRE-EMPTIVE STRATEGIES		
Blue	Isolation in class	<ul style="list-style-type: none"> <li>• Child's name moved on behaviour chart. A second dojo removed. Parents are informed if a child has received three blue cards in one week. This will be documented onto CPOMS.</li> </ul>
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"> <li>• Child's name moved on behaviour chart.</li> <li>• 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.</li> <li>• The class teacher must speak personally to the parent/carer via telephone on the same day where possible but within 24 hours.</li> <li>• Class teacher must have a follow up conversation with the child so reintegration is successful.</li> <li>• The teacher receiving a child on a yellow card will support them positively.</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 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 the schools CPOMs system. These types of incidents are unacceptable at Buckton Vale and will be treated very seriously.

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

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 = up to 3 day exclusion external

Failing the implementation of the Behaviour Plan, the head teacher will reserve the right to carry out exclusion 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.

After a 15 day period of exclusion within school the child will be at risk of permanent exclusion. A support plan of intervention will be offered after 15 day exclusion in an attempt to prevent the child being permanently excluded from school. The school will use the legally allowed 45 days of exclusion in total before considering a permanent exclusion and will work with external agencies and the local authority to support the child and their family.

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. 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).....Date.....

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