



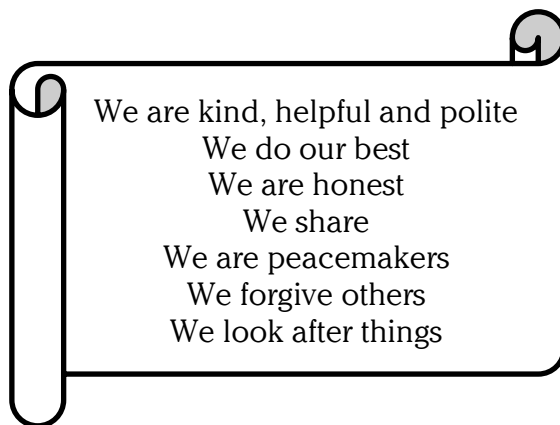
## **Title: Behaviour Policy**

### **1. Aims and expectations**

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school has a behaviour code which is based on Jesus' Sermon on the Mount. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4. The school expects every member of the school community to behave in a considerate way towards others.
- 1.5. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8. The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

## 2. Behaviour Code

- 2.1. Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.



- 2.2. The code is displayed on every classroom and corridor wall, and in Parents' Guides. In addition, each new pupil and member of staff receives a copy of the code to keep.
- 2.3. Each class teacher discusses the Code with their class at the beginning of each year and at appropriate times throughout the year. The code is reinforced through assemblies and through regular class-based Circle Times.

## 3. Promoting Positive Behaviour

- 3.1. It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.
- 3.2. We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children, often using verbal praise, stickers, stamps and certificates or a note in a work book
  - teachers give children individual / table / group / class points
  - each week we nominate two children from each class to receive a certificate in assembly
  - children can be sent to the headteacher to show an outstanding piece of work or to be congratulated for good behaviour
  - informal or formal contact with parents
  - other class based systems are developed from time to time with the approval of the headteacher

## 4. Sanctions

- 4.1. We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention.

### Level 1 General reminder and use of positive reinforcement

In the first instance, a general reminder or glance is enough to correct any slight behaviour difficulty. This can often be done without drawing attention to the behaviour or to the individual child. E.g. "Could I just remind everyone that you have been asked to work silently". Praise often works well in this situation as a way of positively reinforcing good behaviour. E.g. "Well done Samantha, you are working hard".

### Level 2 Warning

If a child continues to exhibit behaviour which is contrary to the Behaviour Code, a member of staff will warn that child that continuing that behaviour may lead to a period of time out. We will endeavour to ensure that the child fully understands the warning. Wherever possible, the warning will remind the child of the significant statement from the Code eg. "Jon, that is a warning, you are not being kind and helpful". If this results in the required behaviour, we praise this. We are encouraging children to make good decisions about their own behaviour and the use of a warning gives them that opportunity.

### Level 3 Time out within the class

If, having been warned, a child continues to exhibit the same behaviour, then that child will have a period of 'time out'. The child will be expected to sit silently on the time out chair for a period of time appropriate to his or her age (typically a minute for each year). If a member of staff other than the child's class teacher takes away time they will inform the child's teacher.

### Level 4 Yellow Card (Time out of class)

If poor behaviour of the type in Level 3 becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, then the child will be sent to a colleague for 'Time Out of Class' before returning to the lesson or activity.

### Level 5 Red Card (involvement of headteacher / senior staff)

If Level 4 type behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it a child will be sent to the headteacher or senior colleague. The headteacher will follow this up with the child and member of staff. Parents are always informed if their child reaches Level 5. If a child receives three red cards in any half term, a meeting with his or her parents will be arranged at which a fixed term exclusion will be considered.

- 4.2. If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meeting with parents
- Formal written warnings
- Support from the behaviour support team
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

An exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school.

4.3. For clarity, some behaviours will automatically lead to particular sanctions:

<p>General warning, followed by a specific warning, followed by time out in class.</p>	<p>Low level misbehaviours</p> <p>For example:</p> <p>Talking at the wrong time, Calling out, Breaking an established rule (Running in a corridor).</p>
<p>Yellow Card – Time out in another classroom until the end of that session.</p> <p>(Class teacher or TA)</p>	<p>Having received a general warning, specific warning and time out in class, the low level misbehaviour continues.</p> <p>Or immediately for the following behaviours:</p> <ul style="list-style-type: none"> <li>– Impoliteness towards any adult in school</li> <li>– Not following the reasonable and repeated instruction of a member of staff</li> <li>– Any small-scale deliberate damage to school property (eg. Snapping a pencil)</li> <li>– Use of inappropriate language</li> </ul>
<p>Red Card – Sent to a member of the senior leadership team. 5 minutes.</p> <p>(Teacher or HLTA)</p>	<p>Having received a yellow card and returned to class, that same behaviour persists.</p> <p>Or immediately for the following behaviours:</p> <ul style="list-style-type: none"> <li>– Acts of violence towards another pupil</li> <li>– Threatening, intimidating or abusive language or behaviour</li> <li>– Any act of deliberate defiance towards an adult in school</li> <li>– Any significant deliberate damage to school property</li> </ul> <p>Automatic letter home.</p> <p>3 red cards in a half term, interview with parents at which a fixed term exclusion will always be considered.</p>

## 5. Children with Special Educational Needs

- 5.1. For some children, often classified as having social, emotional or behavioural difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.
- 5.2. If this is the case, that child will be placed on School Action or School Action Plus within our Special Educational Needs provision and an Individual Education Plan will be written for them detailing specific behaviour targets and strategies for meeting those targets.

## **6. Working with parents**

- 6.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2. We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.
- 6.3. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher.

## **7. Fixed-term and permanent exclusions**

- 7.1. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2. If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3. The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- 7.7. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.
- 7.8. Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

## **8. Monitoring**

- 8.1. The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had time out in class or have been issued a yellow or red card. We also keep a record of any incidents that occur at break or lunchtimes.
- 8.3. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.