

The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
- Teaching is reinforced by the school Values.
- We use visits from partner agencies such as police to support and reinforce learning.
- We ensure that expectations are reinforced regularly and we praise positive choices.

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour
- They are given the freedom to make choices and become critical thinkers
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices
- PSHCE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights

Outcome: Pupils display responsibility and independence

Tolerance of those of Different Faiths and Beliefs

- Buttercup Primary is an extremely diverse school
- We actively promote diversity through our celebrations of different faiths and cultures
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others
- Members of different faiths and religions are encouraged to share their knowledge
- Pupils visit places of worship that are important to different faiths
- We promote messages of equality

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

Mutual Respect

- Pupils are taught core values such as 'Show respect' and 'Working together to achieve'
- They demonstrate responsibility for self and others
- Our school reward system is centred on our 3 school houses: Umar Faruque, Dhulqarnain , Salahuddin
- Rewards are given for positive attitudes and behaviours: headteacher slips, house points and gold stars
- High levels of mutual respect are developed through relationships between staff and pupils

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

Date Written: Feb 2019

Review date: February 2020

Next Review Date: Feb 2021

Date Ratified:

Signature: _____

Rationale

We aim to be an effective school and are committed to the following:

- A high quality curriculum to meet the needs of all pupils
- A climate of high expectations
- Effective classroom management and organisation
- A whole school behaviour policy which is widely publicised, used consistently and understood as part of a successful partnership between parents, Proprietors, staff, children and the wider community
- A clear system of rewards and sanctions
- A caring ethos
- A feedback mechanism which ensures that class teachers are informed by other members of staff when a class member behaves inappropriately
- The provision of listening time or support for members of the school community as required.

Aims

It is important that behaviour, in and out of the classroom, is managed, so that the aims of the school can be achieved.

This policy aims to:

- Encourage an ethos of positive behaviour management which will create an effective working environment
- Offer a framework for social, moral and spiritual education
- Clarify expectations regarding behaviour
- Maximise the positive effect the whole school can have upon behaviour
- Provide a basis for discussion on issues relating to behaviour
- Give children, staff and parents a shared sense of values and purpose
- Promote a common understanding of desirable behaviour
- Nurture children's self-esteem
- Ensure that differences and similarities between individuals and groups are valued and respected
- Ensure a consistency of approach
- Offer children the security of a happy, safe and well-managed environment
- Reinforce other school policies e.g. Equal Opportunities, Teaching and Learning, PHSE, Race Equality, Anti-Bullying and Health and Safety.
- Encourage children to grow into responsible citizens

Responsibilities

The responsibility for ensuring good behaviour in school is shared between children, staff, parents and Proprietors.

School Rules

All adults in school can help children to achieve high standards of behaviour by:

- Having high expectations of behaviour
- Setting a good example
- Being fair and consistent by using the behaviour Traffic model
- Listening carefully to children
- Co-operating with each other
- Being ready to discuss behaviour
- Working to develop good relationships with children
- Valuing each child

The Proprietors and the Head Teacher will also have an additional role to play if a sanction includes exclusion.

Desirable/Undesirable behaviours

Desirable behaviours include kindness, honesty, regard for property, truthfulness, the ability to listen to others and the desire to work hard and these are exemplified in the school Islamic values and beliefs.

Lack of regard for the school beliefs and lack of respect or consideration for others demonstrate undesirable behaviour.

Strategies for Managing Behaviour

As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies (outlined later in this policy) to change individual children's behaviour. These are known, and used by **all** staff: teachers, support staff, Admin Staff, , visiting support staff etc. All new members of staff will receive a copy of this policy and training as appropriate.

Assemblies and other whole school events are often used to encourage good behaviour by thinking of others.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

- Mirror & praise the expected behaviour
- Model calmness, fairness and reason
- Be consistent
- Avoid 'You' statements, e.g. "You are always talking" and replace it with 'I' statements, e.g. "I don't like it when you are talking".
- Use eye contact to engage pupils when giving instructions and ignore unwanted behaviour by deliberately not looking at the pupil involved.
- Move confidently and calmly in the classroom space to give the message that you are in control
- Move into pupils' space and offer assistance in a non-threatening way
- Praise much more than you reprimand
- Be imaginative and varied in your praise e.g. describe the good behaviour you have seen – not simply "Well done" or "Good boy".
- Have a wide range of rewards for on-task behaviour and good work
- Do not set unrealistic or unnecessary restrictions on pupil behaviour
- Non-verbal interruptions can often be an effective way of gaining class attention so never talk over noise – be prepared to wait until pupils are silent and attentive
- Humiliation and sarcasm can damage pupil self-esteem and should be avoided
- Use class discussions/projects on behaviour/feelings to help children develop socially and emotionally, e.g. Circle Time
- Avoid class punishments – they are grossly unfair and rarely appropriate
- End lessons positively with feedback or an opportunity for pupils to demonstrate what they have learnt
- Give disruptive children small achievable behavioural tasks to be worked on over a short time and reward suitably

Rewards

Children respond to praise. They appreciate and learn from a sense of fairness and justice. It is our duty to offer positive role-models and to demonstrate high standards for ourselves and the pupils we teach.

All good behaviour should be recognised and valued by all pupils and staff. Any member of staff who notices a pupil or pupils behaving in a thoughtful, caring or sensible manner will give praise.

Quiet praise from an adult to a pupil who demonstrates improvement from previously unacceptable behaviour can be a powerful motivation to maintain improvement.

Good work and behaviour is rewarded by a variety of measures which might include:

- Praise
- House Points
- Opportunity to tell/show Head Teacher/Deputy Head/other staff

- Stickers/stars/smiley faces
- Certificates e.g. for good behaviour at lunchtime.
- 'Child of the week' & achievement assemblies
- Classroom monitors – e.g. in charge of register
- Extra play at Playground
- Reward note
- Star of the week
- Head Teacher Award
- Class & house cups
- Tea party with SLT

Sanctions

In order for learning to take place in the school, disruptive behaviour must be managed and kept to a minimum. The Behaviour Thermometer is used to show children what is expected of them and is followed in order to ensure consistency across the school (appendix 1)

Behaviour Modification

Class Management – Whole Class

- Use of the behaviour traffic
- Control seating arrangements and do not let challenging children bunch together
- Lessons are most successful when there is an overall theme with clear learning objectives and success criteria which are shared with children
- Negotiate **simple** rules and routines with children that can help minimise disruptive behaviour
- Remind the class of these regularly
- Introduce the task with clear explanations
- Check pupils' understanding through verbal feedback
- Vary activities
- Make it more rewarding for pupils to do the work than to avoid it
- Pace the lesson and keep it moving
- Be aware that some activities may not suit certain classroom conditions, for example, pair and group activities can rarely be done silently
- Ensure that there is a high probability of pupils achieving the proposed outcomes
- Make good use of classroom space – ensure seating arrangements are suitable for the task
- Make sure all rules and routines are clear and explicit
- Keep an attractive and tidy classroom using interesting wall displays, preferably including pupil's work
- Make sure work is regularly marked and accompanied by verbal feedback, if necessary
- Allow time for lessons to finish in an orderly manner
- Use circle time to promote good relationships with children; they are less likely to want to let you down
- If you enjoy what you are doing, then it's likely that the children will too!

Dealing with unwanted behavior

Marking the limits of acceptable behavior

- Have in mind the behaviour you are looking for and communicate this clearly. Make it clear which behaviours are not acceptable
- Negotiate **simple** rules with your class
- Know how to reward systematically the appropriate behaviour of pupils and sanction inappropriate behaviours

Dealing with situations

- Have strategies prepared to cope with a situation when pupils misbehave. These should be levelled (as with the behaviour Traffic so that the less serious instances of misbehaviour are treated differently from the serious ones. traffic yellow cards x3 1st red card , 3 red cards requires a parent meeting) Always be prepared to carry these out
- Poor behaviour is often seeking negative attention – ignoring such behaviour may stop it occurring
- Early interventions are generally more effective than later ones
- Isolate pupils if necessary. A staged approach could be used i.e. ignoring, warning of isolation, then isolation for a period of time

Playtimes/Lunchtimes

Minor problems to be dealt with by:

- Talking to the child, discuss what happened
- Walk around holding an adult's hand
- Moving child to another part of the playground
- Time out (sitting on bench or by wall with staff)
- Use 3 warning system followed by all staff
- Inform class teacher / Deputy at the end of play
- Deputy logging behaviour, in weekly sporadic monitoring

Serious problems:

- Send to Head Teacher/Deputy Head/Leadership Team

Ongoing Concerns

1. Is the child on the Special Needs Register?
 - a) Yes. Refer to EHCP, Personal Education Plan
 - b) No. Discuss with Deputy Head, parents and inform Head Teacher. Share concerns in Year Group Meeting.
2. Set up strategies with the parents

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Racial abuse
- Assault
- Defiant refusal
- Absconding
- Persistent bullying

Children exhibiting these behaviours are referred directly to the Head Teacher, Deputy Head, or a member of the Leadership Team.

Morning Detention –

Children are given morning detention for poor behaviour in the playground, Year 3, 4 and 5 and 6 children failing to hand their homework in on time or only partly completed, Teachers may also put a child in morning detention for other reasons at their discretion. A Detention Letter (appendix 7) will be sent home to parents to inform them when a child has had three detentions within a half term.

Morning detention will be held in a designated room during playtime and supervised by a member of staff. During This period the child will be required to complete work.

Class dojo

For KS1 Class dojo will be used to inform parents for their behavior, both positive and negative. If children are persistently disruptive in class or at playtime, This will be used to record positives and problems with their behavior and progress and this book will go home on a regular basis for parents to review and sign.

An alternative method of doing this is a blank timetable with 2-4 targets to be followed. Staff teaching their class and adults on playground duty will monitor their behaviour and enter a brief report and signature on the timetable. Targets will be set after discussion with the child and/or their parents.

The Home School Agreement explains Buttercup Primary School's responsibility and those of the Pupils, Parents/Carers and Teachers who are asked to sign the agreement, indicating that they understand and accept its contents.

Parents/Carers can help more effectively if they know what the school is trying to achieve and how they can help.

Internal exclusion

For children who are persistently disruptive in class, at break or playtime an internal exclusion may be deemed necessary. This would involve a short time period of no more than a week, where a pupil may complete lessons in another class or location, or where a pupil may be excluded from having playtimes with the rest of the school. Internal exclusion would be communicated to the parents in advance as this would only occur due to a situation that does not warrant previously mentioned sanctions or where the previously mentioned sanctions have been exhausted or repeatedly flouted.

Exclusion

Serious or continuous breaches of the known and accepted behaviour policy may result in a pupil being excluded from school. It may be necessary for the general good of the pupil to be asked to leave the school on a temporary or permanent basis.

This is a serious matter for the pupil and comes about only when something major has occurred where it seems essential that all parties concerned; the pupil, the parents and members of the school community understand the seriousness of the misdemeanour. The criteria apply to behaviour in school during school activities and on the way to and from school.

There are only two types of exclusion:

1. Fixed term exclusion: limit for fixed period exclusions has been set at 45 school days in one year.
2. Permanent exclusion

The following offences have been judged serious offences, which may, after investigation, lead to fixed term or permanent exclusion:

- Physical aggression against other pupils
- Physical aggression against staff
- Damage to property
- Intimidation of pupils
- Verbal abuse or insolence towards staff
- Disobedience or refusal to obey rules
- Smoking
- Alcohol use
- Illegal drugs or solvent abuse
- Theft
- Racial harassment
- Sexual harassment
- Actions which persistently disrupt the education of others
- Actions which put the health and safety of the school community at risk

The list of offences leading to consideration of exclusion cannot be exhaustive, though most difficulties should be accommodated by the more general rule that a pupil is behaving in a manner that is at variance with the

school ethos, and the Behaviour Policy and/or posing a danger to themselves or others.

If exclusion is judged necessary, the length of exclusion will be decided with regard to the seriousness of the incident. A first offence of sufficient gravity may lead to permanent exclusion. As a general rule, however, a first exclusion would normally be for a number of days. A subsequent exclusion would be for a longer period

(the Education Act 1997 gives a 45 day maximum for a school year). Repeated exclusion would suggest that a pupil is not able to conform to the ethos and the Behaviour Policy of Buttercup Primary School and must give rise to the consideration of the exclusion becoming permanent.

In the case of fixed term exclusion, the pupil will only be accepted back into school when returned by the parent/carer and following discussion to ensure the future good behaviour of the pupil. Only when all parties agree, will the pupil return to class and confirmation of the agreement be sent to the Parent/Carer.

Staff Responsibility

Any member of staff who is aware of a breach in the Behaviour Policy likely to lead to an exclusion should report it immediately to the Head Teacher. The Head Teacher will investigate the matter thoroughly, gathering and recording available information.

The Role of the Head Teacher

1. The Head Teacher should ensure that all pupils, parents/carers and staff know the standards of behaviour expected.
2. The power to exclude a pupil can only be exercised by the Head Teacher who may delegate that responsibility to the Deputy Head Teacher in the Head Teacher's absence. The Head Teacher should not exclude a pupil until in possession of all the relevant facts and supporting evidence and the pupil in question has been given an opportunity to comment.
3. The Head Teacher must inform the pupil and parents/carers immediately and a letter confirming the exclusion should be sent by first class post on the same day.
4. A copy of the letter should be sent to the Proprietor.
5. In the case of a fixed term exclusion the Head Teacher should invite the parents/carers to attend a meeting to discuss the reasons for the exclusion, even when parents/carers do not make representations.
6. Homework should be provided for any excluded pupil on fixed term exclusion. The homework should cover the time of the exclusion.
7. In the case of a permanent exclusion the Head Teacher must write a detailed report and send it with a copy of the Behaviour Policy to the parents/carers and the exclusion panel.

The Role of the Proprietors

The Proprietorial body should review the Behaviour Policy on a regular basis.

1. The Proprietors should support the Head Teacher and staff in maintaining high standards of discipline.
2. The Proprietors needs to monitor the number of exclusions and appoint an exclusion panel of three or five members, when necessary.
3. In the case of permanent exclusions, the exclusions panel must hold a meeting within 15 school days from the date of the exclusion, to review the Head Teacher's decision. The Parents/Carers and pupil concerned should be invited to this meeting, to which they can make written and/or oral presentation. Any written representation and all documentation from the Head Teacher must be made available to all parties before the meeting.
4. Proprietors can direct reinstatement.

Intervention

Details are outlined in the Physical Intervention Policy. If a child violently attacks another child or adult and does not respond to behaviour strategies, then physical restraint maybe necessary.

The child should be removed from the situation as soon as possible and taken to the Head Teacher, Deputy Head or Leadership Team members. An Incident form should be filled in and the situation discussed with the Head Teacher or Deputy Head.

The Head Teacher or Deputy Head in consultation with the Inclusion Manager will work with the member of staff and parents to devise a Behaviour Plan to meet the child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Accident Book and online recording (kept in the school office)

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- A senior member of staff fills in the online accident report to send to the HSE/Riddor (where necessary)

DDA incidents

The school has an agreed approach to:

1. Bullying incidents (please refer to Anti-Bullying Policy)
2. Racist incidents (please refer to Race Equality and Equal Opportunities policies)

Monitoring and Evaluation

The school will monitor and evaluate this policy annually in order to review its effectiveness.

The policy will be promoted and implemented throughout the school.

BUTTERCUP PRIMARY SCHOOL - POLICY FOR BEHAVIOUR

APPENDIX 1

Behaviour Traffic – Sanctions

	Formal Procedure	Child permanently excluded	Violent behaviour towards adults Violent behaviour towards other pupils Defacing school property Throwing large missiles e.g. chairs Continuing any of Jump 5 actions repeatedly
		Child placed on fixed term exclusion	
		Child excluded for a whole day	
		Child excluded for half a day	
		The Rapid Intervention Team are consulted for their advice	
		Child placed on a pastoral support plan	
	School Hierarchy	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Leaving the classroom without permission Stealing Kicking/ Scratching/ hitting/ biting Fighting Bullying/racism Non-compliance with adults
		Member of SLT will meet with parents	
		Child should work for a fixed period of time in the Deputy Head Teacher's office	
		Sent to the Assistant Head Teacher or Deputy Head Teacher	
	Outside the classroom	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Continuing any of Jump 1, 2 or 3 actions Non compliance
		Child goes to the Year Group Leader	
		Child goes to a parallel class	
	Classroom sanctions	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Name calling (more serious) Throwing small missiles e.g. paper or erasers Hiding other peoples' belongings Lying Refusing to co-operate/arguing Running around the classroom Swearing Being rude to an adult Not handing in Homework
		Meet with parents or send a standard class letter home to parents (Appendix 4)	
		Pupil will miss minutes of playtime or a morning detention	
		Issue a final verbal sanction (red card)	
		Child should stand up/sit on floor for 1 minute	
		Give the child time out to think (Appendix 2)	
		Asking the child to move seats/tables	
		Writing pupils name on board (yellow card)	
	Verbal consequences	Issuing a warning that the next layer of sanctions are to begin (look at thermometer with the child)	Name calling (minor) Being rude Disturbing others Snatching Drawing/writing on another child's work Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group
		Offering a choice of behaviour	
		Having an individual chat with the child in class time	
		Warn child of the consequences of continuing their behaviour	
		Saying a student's name	
		Proximal praise, reward other pupils showing desired behaviour	
	Non-verbal consequences	Issuing a warning that the next layer of sanctions are to begin (look at thermometer with the child)	Shouting out Moving or getting up when not supposed to Playing with friend's hair Chatting Talking when teacher is speaking Making silly noises Fidgeting Kneeling up Pulling Velcro on shoes
		Taking something away from a child	
		Moving towards a student or stand near a child	
		Non-verbal gesture e.g. finger on lips, point to 'good sitting' picture, etc	
		Assertive look	
		Stop, wait and look	
		Eye contact	

TIME OUT TO THINK

What did you do that was wrong?

Why do you think this was wrong?

What steps are you going to take in the future to ensure that this does not happen again?

•

•

Pupil's signature: _____

Teacher's signature: _____

Date: _____

REWARD NOTE		Affix Stamp here
This reward note has been Presented to: _____	To the Parents of: _____ _____ _____	
For the following reason: _____ _____		
Signed _____ Date _____		

REWARD NOTE		Affix Stamp here
This reward note has been Presented to: _____	To the Parents of: _____ _____ _____	
For the following reason: _____ _____		
Signed _____ Date _____		

Class Letter

Date: _____

Dear Parent/Carer,
I am sorry to inform you that I had problems with _____ (child's name and class)
behaviour today.

They were disruptive in class by _____
I gave them the opportunity to change their behaviour by following the behaviour thermometer in
school.

Please discuss your child's behaviour with them at home and return the slip below to acknowledge
receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.
Yours sincerely

Class Teacher

BUTTERCUP PRIMARY SCHOOL – CLASS LETTER

Name of child and class:-----

Date:-----

Signature of Parent/Carer:-----

BUTTERCUP PRIMARY SCHOOL - POLICY FOR BEHAVIOUR

Behaviour Letter

Date: _____

Dear Parents/Carers,

I am writing to inform you that your child _____ (child's name and class)

- | |
|--|
| <ol style="list-style-type: none">1. Has repeatedly not followed instructions2. Has repeatedly been disruptive in class3. Has been rude to: an adult/ a child / children4. Has been aggressive physically by _____5. Has been aggressive verbally by _____ |
|--|

The following action has been taken:

- | |
|---|
| <ol style="list-style-type: none">a. The matter was referred to the Deputy / Assistant / Head Teacherb. They will / have missed part of their lunch / breakc. They will / have missed their whole lunch / breakd. Any other comments |
|---|

Please discuss your child's behaviour with them, sign the slip and return to school. Remember that three such letters in one term will result in Parents being called into school to discuss behaviour which may result in your child missing their breaks for a week or exclusion.

Yours sincerely

(Senior Leadership member who dealt with the incident)

BUTTERCUP PRIMARY SCHOOL – BEHAVIOUR LETTER

Child's name and class:-----

Date:-----

I have received the Behaviour Letter: signed ----- (signature of Parent/Carer)

BUTTERCUP PRIMARY SCHOOL - POLICY FOR BEHAVIOUR

APPENDIX 6 – UPPER SCHOOL

Detention Letter

Date: _____

I am writing to inform you that _____ (Child's name & class) has had three detentions this half term. The reasons for these detentions can be seen below:

- 1. _____
- 2. _____
- 3. _____

Please speak to your child about their behaviour and return the slip below to acknowledge receipt of this letter. If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher.....

Name of child and class _____

Date: _____ Signature of Parent/Carer: _____

Detention Letter

Date: _____

I am writing to inform you that _____ (child's name & class) has had three detentions this half term. The reasons for these detentions can be seen below:

- 1. _____
- 2. _____
- 3. _____

Please speak to your child about their behaviour and return the slip below to acknowledge receipt of this letter. If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher.....

Name of child and class _____

Date: _____

Signature of Parent/Carer: _____