

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 learning about 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 centered on our 3 school houses: Umar Faruque, Dhulqarnain , Salahuddin
- Rewards are given for positive attitudes and behaviours: headteacher slips, house points and gold cards
- 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: Feb2019

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 this is rewarded see sanction and reward chart.

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 will inducted.

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 and reward them with house points.

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.
- 'Classroom monitors – e.g. in charge of register
- Extra play in 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 Traffic is used to show children what is expected of them and is followed in order to ensure consistency across the school (appendix 1)

- No corporate punishment will be given at school
- Sanctions will be amended, accordingly with children's needs if on any plans relating to the SEND Policy

Behaviour Modification

Class Management – Whole Class

- Use of the behaviour traffic chart
- Class dojo
For KS1 Class dojo will be used to inform parents for both their positive and negative behavior. If children are persistently disruptive in class or at playtime then the traffic system will come into place.
- EYFS : Weather chart system, cloud, sun and star, this replicates the traffic light system in a more visual way.
- 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 a 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 2nd red card 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 monthly 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.

Staff will record both positive and negative behaviour and enter the information into the class behaviour log. Staff will speak to parents at home time to inform them that their child has received a 1st red card.

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 Salah or playtime an internal exclusion may be deemed necessary. This would involve a short time period of time 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 misdemeanor. 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 Proprietor.

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 (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 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

	Formal Procedure	Child permanently excluded	<p>Violent behaviour towards adults</p> <p>Violent behaviour towards other pupils Kicking/ Scratching/ biting</p> <p>Fighting</p> <p>Defacing school property</p> <p>Throwing large missiles e.g. chairs</p> <p>Non compliance</p>
		Child placed on fixed term exclusion	
		Child excluded for a whole day	
		Child excluded for half a day	
	Letter sent home to parents AP 4	2 nd , Red: Meeting with Deputy Head Teacher and targets and support plan will be set with a time frame	<p>Stealing</p> <p>Bullying/racism</p> <p>Non-compliance with adults</p> <p>repeated offence of</p>
		3 rd Red: Repeated offence, (if all avenues of sanctions has been exhausted): Parent & Child Meeting with the Head Teacher –Upon non compliance formal procedures will initiate.	Repeated offence Non compliance
	Miss playtime, time out to think & undertake indoor duty. AP:2	<p style="text-align: center;">1st Red</p> <p>(If offence is repeated within the half term then commence to 2nd & 3rd red) verbal feedback given to parents during home time</p>	<p>Name calling (more serious)</p> <p>Hiding other peoples' belongings</p> <p>Lying</p> <p>Refusing to co-operate/arguing</p> <p>Running around the classroom</p> <p>Swearing</p> <p>Being rude to an adult</p> <p>Hitting</p> <p>Leaving the classroom without permission</p>
		<p style="text-align: center;">1st Yellow</p> <p>(If offence is repeated then commence to 2nd & 3rd Yellow 3 yellows= 1 Red in a day)</p>	<p>Name calling (minor)</p> <p>Being rude disturbing</p> <p>pushing others Snatching</p> <p>Drawing/writing on another child's work</p> <p>Throwing small missiles e.g. paper/erasers</p> <p>Talking when teacher is speaking</p> <p>Not finishing work</p> <p>Not stopping when asked</p> <p>Not lining up correctly</p> <p>Not moving around school quietly</p> <p>Not joining in with your group</p>
		<p style="text-align: center;">Verbal warning</p> <p>(If offence is repeated then commence to 1st Yellow)</p>	<p>Moving or getting up when not supposed to</p> <p>Playing with friend's hair</p> <p>Chatting</p> <p>Making silly noises</p> <p>Fidgeting</p> <p>Kneeling up</p> <p>Pulling Velcro on shoes</p> <p>Tapping with rulers / objects</p> <p>Fidgeting on the chair</p> <p>Shouting out</p>
		Green expected behaviour	

Reflection sheet

Name _____ **Class** _____

Date _____

What did you do that was wrong?

Why do you think that was wrong?

What steps are you going to take in the future

To ensure that this does not happen again?

•

•



Good news!!!!

As salaamu alaikum wa rahmatul lahi wa barakatu,

Dear parents/guardians of

We are writing to you to let you know that your child has achieved 5 gold cards this half term.

This means that they have shown a great attitude and effort towards their learning. We are very proud of them and hope you are too! Keep up the fantastic work.

Wasalamualaikum Wa Rahmatullah

Miss Zara and Miss Shaheda

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 traffic 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)

