



# Buglawton Primary School

## 'Be the best we can'

### Behaviour Policy

**Policy Updated by:** R McAvoy  
**Governor:** G Hayes  
**Approved by Governing body:** Autumn term  
**Review Date:** Autumn term 2025

#### Introduction

Buglawton Primary School works to be a place for every child to be given every chance, every day.

#### Bees to Success

Be ready and willing to learn  
Be curious and inquisitive  
Be determined and resilient  
Be resourceful and independent  
Be reflective  
Be a cooperative team player

#### School Rules

READY – be ready to learn, listen and do your best  
SAFE – make good choices that keep yourself and others safe  
RESPECT – show respect for yourself, others and the school environment

#### Vision

At our school we aim to:  
Be inclusive, having high expectations for all in a safe and secure environment where everyone can thrive (Every Child)  
Provide rich, holistic and engaging experiences where all feel valued and supported in a culture of enjoyment and fun (Every Chance)  
Demonstrate a consistent, relentless pursuit of excellence built upon positive and respectful relationships (Every Day)

#### Rationale

At Buglawton Primary School, we aim to:  
Reduce- exclusions, disruptive behaviour, conflict, bullying, low level disruption  
Improve – behaviour, learning, attendance, outcomes  
Develop – honesty, responsibility, accountability, empathy, emotional literacy, conflict resolution skills, positive learning behaviour, independence

At Buglawton Primary School, we recognise that

- All behaviour is a form of communication and we endeavour to understand the cause of poor behaviour before supporting children to improve their behaviour choices
- Exemplary behaviour allows for children to maximise learning opportunities and learning time
- In order to manage behaviour well, we need to form positive relationships and know our children well
- Understanding factors that may influence a child's behaviour can enable us to effectively support children based on individual need
- Children need to be taught what positive learning behaviours are so that they understand expectations of behaviour in school (See Behaviour Curriculum)
- Behaviour must be separated from the child so that staff can distinguish between who the child is and what the child does

Therefore we aim to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are expected to behave
- Summarise roles and responsibilities of different people within the school community with regards to behaviour management
- Outline our systems of rewards and sanctions

**We also understand that for some children, following our behaviour expectations are beyond their developmental stage. In this case, these children will have bespoke positive behaviour plans (which include RAMPs, School Support Plans, behaviour plans and Educational Psychologist advised strategies) which may include individual rewards to reinforce positive behaviour. The consequences for these children may differ from those stated in this policy as they are bespoke to individual children.**

### **Expectations**

Our behaviour curriculum outlines what good behaviour looks like. This includes how we behave in the classroom: sitting up straight, tracking the teacher, showing respect, putting our hand up, on the corridors: walking slowly, silently and in single file and how we behave during lunch times.

### **Low-level Behaviour**

Low-level behaviour refers to behaviour that disrupts the learning of others in the class. Examples of low-level behaviour include, but are not limited to, talking unnecessarily, talking whilst the teacher is talking, shouting out, moving around the classroom without permission, not starting work when being told to and being disrespectful.

At Buglawton Primary School, we believe strongly that our learning environments should be calm and purposeful and we strive to be 'relentlessly bothered' by low-level disruption.

### **Rewards and Awards**

We recognise that praise and reward gives a boost to self-esteem and it encourages positive behaviour. At Buglawton Primary School, we have a variety of established reward systems to acknowledge positive behaviour, work, attitude, effort and achievement.

#### **'Shout Out' Recognition Boards**

Class teachers target 'Learning attitudes', not just functional behaviours, and write names on a 'shout out' board to recognise children who are demonstrating the desired learning attitude. The focus for these boards can change each session, day, week. Children are recognised for their effort not for achievement. They are used to persistently and relentlessly catch learners demonstrating the

desired attitude and behaviour. Once a child's name has been added to the 'shout out' board, it should not be removed until the attitude focus has ended.

#### Team Point Awards

Every child is a member of a colour team (red, blue, green, yellow) and is awarded 'Hive' points for positive behaviour, achievement, being respectful, being cooperative, and making safe choices. These 'Hive' points are collated weekly and reported on in our Monday morning assemblies and on the school newsletter. A reward is awarded to the highest points achieving team at the end of a term.

#### Celebration Assembly

Each Friday, selected children from each class are presented with a certificate in our Celebration Assembly. Certificates are presented in recognition of achievement against our 'Bees to Success' and for consistently showing positive behaviour that is 'above and beyond' awarded by class teaching staff.

Other rewards may include:

- Verbal praise
- Individual rewards (stickers, stamps, smiley faces etc)
- Displaying good work
- Being sent to other teachers/SLT to show work
- Notes to parents via planners or other communications
- Praise postcards

#### Consequences

Whilst we are proud of the high standards of behaviour of our children, we appreciate that sometimes children make the 'wrong' choice. Following school rules and giving rewards to recognise the 'above and beyond' are the best ways to encourage positive behaviour.

In the event that a child makes a wrong choice, a consequence will be issued following Buglawton Behaviour Plan Levels (see appendix 1)

Consequences should:

- Be respectful, reasonable and related
- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the actions of an individual
- Be consistently applied by all staff to help ensure that children and staff feel supported and secure
- Involve children being spoken to in private using a restorative conversation (see appendix 2)
- Be proportionate to the behaviour

Work not completed in the classroom due to a child's wrong behaviour choices will be sent home or completed at break or lunch time.

We have 'three chances then a reset' approach to low-level behaviour in the classroom. Children have three opportunities to improve their behaviour choices before a reset is issued. A reset is a short period of time children spend outside of the classroom, completing their work with a member for SLT before returning to the classroom.

When a child has been sent for two resets within the same week, the child will lose their playtime. If a child has multiple resets within a week or over a period of 3 weeks, the child's teacher will contact the parent by phone call to discuss their child's behaviour. If the child is still requiring resets, then the deputy headteacher and/or the SENCO will review the adaptations for the child and whether any additional support is needed (this might include brain breaks, fidget toys (provided by school not to

be brought in from home), reward systems etc). Once these have been implemented, if the child continues to struggle to regulate their behaviour then a behaviour plan will be put in place.

### **Restorative Approach**

At Buglawton Primary School, we accept that children make mistakes and believe strongly that they should be given the opportunity to be able to reflect on their behaviour choices and make steps to making it right. With this in mind we have developed Restorative Behaviour Practices to allow us to manage conflicts and tensions by repairing harm and building relationships. The principles of a restorative approach are:

- Relationships are crucial
- Everyone's voice should be heard
- Repair harm caused
- Accountability and responsibility lead to change and growth

Through this approach, children will consider some questions about the incident that has occurred as either the 'offender' or the 'victim'. These questions (See Appendix 2) will be part of a conversation a member of staff will have with the children involved. Once everyone has agreed on a fair solution, the agreement is written down, signed and added to CPOMs. This allows us to refer back later and check it is being carried out. Before using this approach, staff will think about the benefits and risks that each response has. If the approach will not help the person learn from their mistakes and avoid it in the future, then it is not restorative and the strategy may need to be reconsidered.

### **Behaviour Incidents Offsite**

In response to non-criminal poor behaviour choices and bullying which occurs off the school premises, an online incident or an incident when a child is identified as a Buglawton Primary School pupil, the school will carry out an appropriate investigation before using the school's behaviour policy and behaviour levels.

### **The Use of Reasonable Force or Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff will only intervene physically to restrain children in circumstances where such action is considered necessary and proportionate: a) where a child is in real danger of hurting themselves; or b) to prevent a child from causing injury to another person. (Please see Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies: July 2013 and Buglawton Primary School's Positive Handling Policy)

### **Child-on-Child Abuse**

It is important to know that children can abuse other children and it can happen both inside and outside of educational settings and online. Buglawton Primary School staff understand the importance of challenging inappropriate behaviours, for example dismissing sexual harassment as 'banter', 'just having a laugh', 'part of growing up', or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in the worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All members of staff know to report any instances of inappropriate behaviours so that they are dealt with promptly by the class teacher in partnership with senior leaders.

### **Roles and Responsibilities**

Teaching Staff

It is the responsibility of all teaching staff to ensure that they know their classes well and develop positive relationships with all children. Staff are responsible for delivering our Behaviour Curriculum and for constantly and consistently enforcing our school rules and expectations in order to ensure that children behave in a safe and respectful manner during the school day.

The staff in our school have high expectations of the children with regards to behaviour, and they strive to ensure that all children work to the best of their ability. Staff should deliberately and persistently catch children making the right choices and praise them in front of others. They also nurture mutual respect for all people and all belongings.

Staff should always remain calm, listen, be positive, be consistent and demonstrate unconditional care and compassion for the children of Buglatwon Primary School. It is also crucial that a positive relationship is formed with children's families. This means sharing the positives and praise to parents alongside keeping them regularly informed of concerns over their child making wrong choices which is affecting their own learning and the learning of others.

#### Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher is responsible for organising regular training and support for staff on dealing with behaviour, including the induction of new staff to the school.

#### Parents

Parents have an important role in helping schools develop and maintain good behaviour. It is hoped that all parents will accept that in any primary school there has to be high expectations for behaviour. Buglawton Primary School would wish to work closely with all parents:

- In understanding the reasons why children misbehave
- In consulting with parents in cases of either serious or continuous misbehaviour
- In supporting parents/carers who may be having behaviour management problems at home
- In enlisting the advice and support of external agencies if appropriate

Buglawton Primary School expects that parents/carers will support the school in trying to ensure that its Behaviour Policy is followed. The school expects that parents will check the circumstances of any incident with us before drawing conclusions. Any concerns should be discussed with the child's class teacher in the first instance. The school collaborates actively with parents, so that children receive messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build supportive dialogue between home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We hope that parents will work with school and trust that when we have dealt with incidences of misbehaviour, we have followed what is outlined in this policy. We expect that parents will understand that we want the best for their child.

#### Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements or revises according to the needs of the school.

The school keeps a variety of records concerning incidents of misbehaviour. All staff record significant incidents on CPOMs. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Any visitors to the school are expected to adhere to this behaviour policy through agreeing to our aims and principles when signing into the school as we are all role models to the children.

This policy should be read in conjunction with the:

Equality Policy

SEND policy

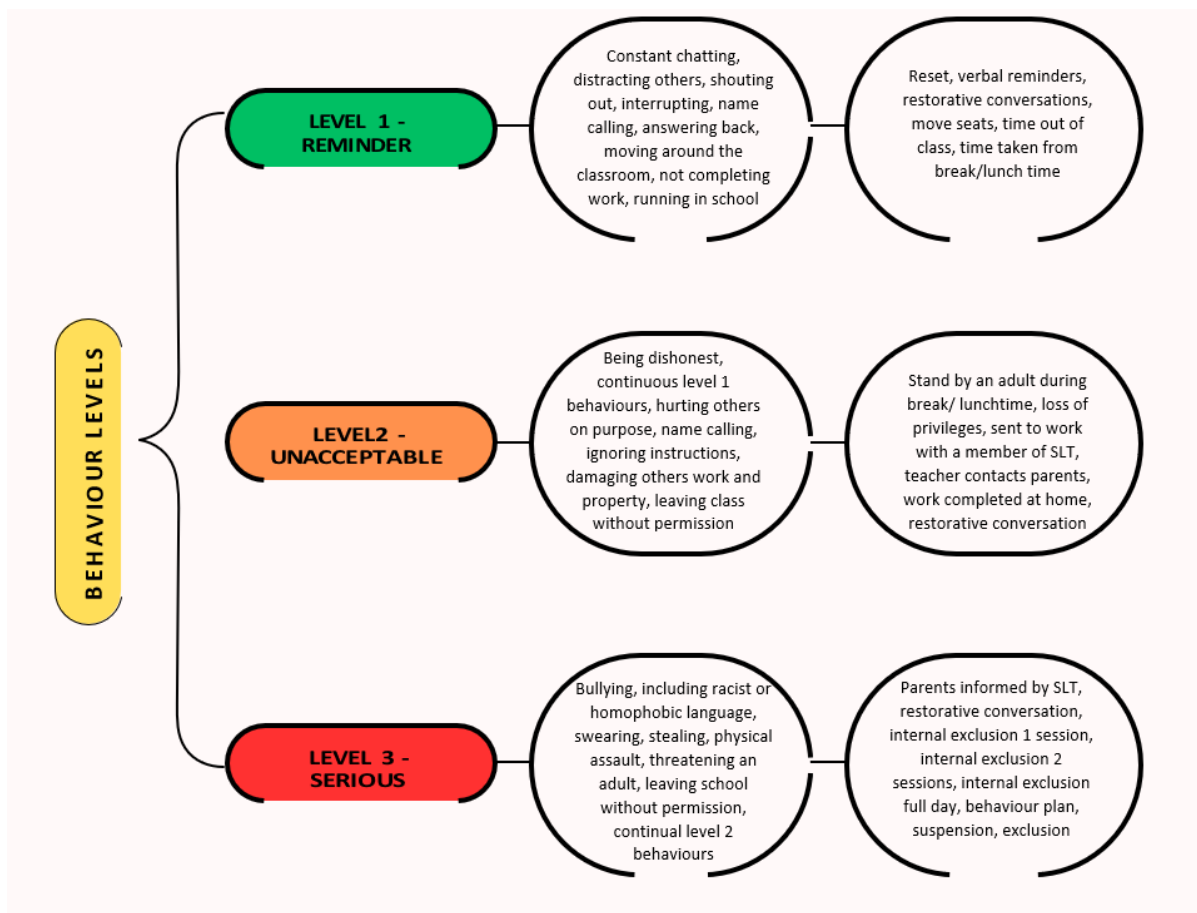
Anti-Bullying Policy

Positive Handling Policy

Behaviour Curriculum

## Appendix 1

Below are Buglawton's behaviour levels which help us to deal with behaviour incidents that occur in school. This list is not exhaustive and teachers and members of SLT will always use their professional judgement when deciding on consequences for children.



## Appendix 2

Below are Buglawton's Restorative Practice Questions – these are used when incidents occur where we believe that all parties involved will benefit from a restorative approach.

