



Policy for Behaviour and Discipline

Introduction

The Education Act 2002 requires Trust Boards of schools to agree a policy statement on Behaviour and Discipline.

Aims of the Policy

The aims of the Policy for Behaviour and Discipline should be viewed in conjunction with the overall School Aims which are published in the School Prospectus.

We aim:

- To provide a safe, secure, happy and purposeful environment for both children and staff.
- To encourage high standards of conduct and behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To foster positive attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To show respect and understanding towards other people.
- To make the boundaries of acceptable behaviour clear.
- To involve parents in establishing positive behaviour patterns for their children.

Entitlement

All children are entitled to a structure at all times of the school day within which they can behave appropriately.

All staff, both teaching and non-teaching, are entitled to given structures within which they can perform their duties effectively.

The Three Rights

Every child and adult at Buttsbury Junior School has three basic rights:

- To Learn
- To Be Safe
- To Be Respected

These are displayed in all classrooms and also in the School Hall. With these rights, there are also responsibilities. If a child's actions are inappropriate, they will be reminded of the three rights and, in particular, the *right* which they have broken.

Promoting Positive Behaviour

The emphasis is always to **encourage and motivate children** so that good behaviour is the norm. Staff ensure that children receive positive feedback by praising examples of good work, appropriate conduct and good behaviour. We encourage an atmosphere of **co-operation, consideration and care for others** within the classroom, around the school and beyond.

It is important that there is mutual **respect** among individuals and groups within and beyond the school. We all work towards this by modelling desired behaviour and appropriate attitudes, listening to one another and communicating those things which have been said by others.

Good behaviour is seen in those who have a **sense of self-esteem**. We encourage children to have a sense of their own success; to take responsibility for themselves and make appropriate choices; and to ensure that they have opportunities to talk about their feelings.

Positive behaviour is best promoted in an environment where **rules and consequences** are clear, consistent and applied fairly to ensure the physical and emotional safety of all. Children are encouraged to discuss and decide rules for their classrooms.

Promoting Positive Behaviour in the Playground.

All staff on duty at playtimes and lunchtimes have a key role in being pro-active in their approach to positive behaviour. The school has games for children (both outdoor and indoor) in order to promote positive activity during playtimes. Year 6 and Year 5 children are trained as Play

Leaders and offer a range of games for the younger children to play each day. Year 6 and Year 5 children are also trained as Buddies who help ensure that all children have someone to play with.

Parental Responsibilities

Parents are actively encouraged to be involved in their child's education. They hold a unique position and can give an insight to the child's behaviour and what strategies have been used and been successful at home. If a child's behaviour becomes a problem then the parents will be contacted by the class teacher or headteacher. Consistent strategies for dealing with a particular child's unacceptable behaviour which have been agreed by both parent and the school are more likely to work.

Rewards

Good work, appropriate behaviour and achievement may be rewarded in a number of ways. The school's reward system is in Appendix A.

Misbehaviour

Inappropriate behaviour may occur in a variety of situations, e.g. in a class lesson, moving around the school, in the computer suite, in assembly, at break and lunchtimes. It may also take many forms; e.g. talking or shouting when not appropriate, fiddling and fidgeting, lack of attention, anti-social behaviour, rudeness, laziness, misuse of or damage to school equipment and property, lack of consideration for others, disagreements.

In all cases:

- Children are reminded of the Three Rights.
- Incidents are discussed in relation to the Three Rights.
- Children are encouraged to resolve disagreements.
- The appropriate consequence will be implemented.

Staff can send an Orange Card to the School Office if the behaviour of a child needs to be followed up reasonably urgently. A Red Card is sent if a child's behaviour is extreme and out of control. A member of the Senior Leadership Team will respond as soon as possible to Orange Cards; immediately to Red Cards.

Consequences

For every action there is a consequence. The list of inappropriate actions and consequences below was drawn up having consulted both children and staff. This is included in Appendix B.

At Buttsbury, we recognise that our partnership with parents and carers is a vitally important factor in the success of our work with the children. We endeavour to encourage this positive partnership, responding swiftly to parents' enquiries and concerns regarding behaviour, and would expect parents to respond promptly to any concerns raised by the school regarding their child's behaviour. Children will take responsibility for their **own** actions and are aware of the school's expectations and the consequences of any inappropriate behaviour.

Positive attitudes and behaviour are encouraged, demonstrated and taught by all staff. Children have regular learning opportunities to ensure they understand their rights and responsibilities within our school community.

Behaviour issues are logged on Child Protection Online Monitoring System (CPOMS). The Senior Leadership Team monitors behaviour issues regularly and parents are contacted if there are any specific concerns, e.g. repeated entries on CPOMS or regular Orange Cards.

Bullying

We regard bullying as particularly serious and will always take action against it. We encourage children to work against it and to report incidents of bullying. We define bullying as any sustained deliberate action which causes another person harm or anxiety. It can be physical, verbal or emotional and be inflicted by an individual or a group.

Incidents of bullying are reported to senior members of staff - Headteacher, Deputy Headteacher or Year Group leader.

- Children will be given the opportunity to explain their actions.
- They will be helped to understand the consequences of their behaviour on others.
- An agreement will be reached on a form of action to rectify the situation.
- Appropriate sanctions will follow

Incidents of bullying are recorded on CPOMS. In the event of a serious incident or persistent acts of bullying the Headteacher will inform the parents and seek their support.

Children who are victims of bullying should not be ignored. They are encouraged to report incidents to the appropriate adult. They are encouraged not to retaliate and are given appropriate support to deal with these incidents. The parents of all children involved will be informed.

(For further details, please see the Anti-Bullying Policy.)

Drugs

If a child is found to be dealing drugs in the school, they will be permanently excluded.
If a child brings drugs into the school, they may well be excluded.

Special Educational Needs and Disabilities

We recognise that some children will experience specific difficulties in exhibiting appropriate behaviour. In such cases, class teachers work with the Inclusion Manager, Teaching Assistants (TAs) and the parents to help the child. Together they will produce and work on a programme of strategies designed to help the child understand and achieve appropriate behaviour. In this respect the Essex County Document "Promoting Positive Behaviour" is an invaluable resource. Outside agencies may also become involved, e.g. Educational Psychologist, Inclusion Partner.

Physical Intervention and Restraint of Pupils

There are times, when all other preventative methods have been unsuccessful, that members of staff will need to physically intervene. This should be as a last resort to prevent physical injury to either the child, staff or to others. Physical intervention will not be carried out for longer than is necessary to calm the situation down. Staff will intervene by holding the pupil's arm or torso or placing an arm around his/her shoulder and guiding him/her away from the situation. The absolute minimum use of force will always be applied.

After any incident which required physical intervention, a written record will be made and kept on file. The record must include the date, time, place, who was involved (including witnesses) and a description of events. The Headteacher will be informed of the incident and sign the report.

(For further details please see Physical Intervention Policy).

Working Together

The success of this policy depends on the partnership and mutual support between staff, parents, children and trustees. Concerns about behaviour may be raised at any time and dialogue between parents and teachers is essential. Teachers aim to keep parents fully informed over concerns they have about their child's behaviour.

Links to the Curriculum and other school policies

The PSHE and Citizenship curriculum:

The school policies and schemes of work for PSHE and Citizenship contain elements that relate to the Behaviour and Discipline Policy. The National Curriculum non-statutory

guidance for PSHE and Citizenship establishes four areas for development within a curriculum framework;

- developing children's confidence and sense of responsibility;
- preparing children to play an active role as citizens;
- developing a healthier and safer lifestyle;
- developing good relationships and respecting the differences between people.

Race Equality Policy:

The Race Equality Policy sets out how the school promotes Race Equality and respect for people of all races and cultures. It also includes procedures for dealing with racist behaviour that may be encountered in school.

Communication, Monitoring and Review

This policy is available for parents to read and for them to comment on. Pupils are made aware of the expectations of the policy at an appropriate level by staff as part of the day to day expectations and responsibilities of school life. The policy is monitored by all staff and trustees.

Policy Date: Summer Term 2024

Review Date: Summer Term 2025

Appendix A - Buttsbury Rewards System

Reward Top Table	Reward House Points	Reward Merits	Reward Writer, Reader and Mathematician of the Week	Reward Rainbow Awards	Reward Headteacher Award
Children get to choose a friend and have lunch at 12pm with the Headteacher. Lunch is served to them at the special table. The reason for their nomination is read out in assembly.	Children are given house points to accumulate as part of a House team. The team with the most points each week is announced in assembly and the winning House each half term have 20 minutes extra playtime.	Merits are awarded each fortnight in the Friday Celebration Assembly for excellent effort in class work. Three Merits per class are selected each fortnight.	Awarded each fortnight in the Friday Celebration Assembly for excellence demonstrated in Reading, Writing or Maths. One Award per class and per Maths set.	Children are given stickers to accumulate 3 per colour of the rainbow. When they reach 3 they are awarded a Rainbow colour reward and it is awarded in the Friday Celebration Assembly.	Awarded in an assembly by the Headteacher with a note sent home to the child's parents to explain why the award has been received.
Action	Action	Action	Action	Action	Action
Children making healthy choices at lunchtime with their meals. Children supporting other children to play and join in with games.	Children displaying polite behaviour to others; focus and attention in class; courtesy to adults (holding doors etc); kindness or helpfulness to others. Children demonstrating effort in their work and homework.	Children showing exceptional effort or improvement in their class work.	Children show exceptional effort or improvement in Reading, Writing or Maths.	Children who are placed on the 'Recognition Board' at any point during the week, will receive a Rainbow Sticker at the end of the week.	Demonstration of exceptional commitment to a cause or activity showing the child has gone above and beyond normal expectations.
Reward nominations made by Middy Assistants	Reward given by any member of staff	Reward selected by teachers. Nominations for Merits can be suggested by TAs and Sports Coaches	Reward selected by teachers. Nominations for rewards can be suggested by TAs	Reward given by teachers. Nominations for rewards can be suggested by children, TAs and Sports Coaches.	Nominations made by members of staff to the Headteacher.

Rainbow Rewards – Violet – Certificate, Indigo – Badge, Blue – Merit Card, Green – Pencil, Yellow – Rubber, Orange – Extra Play, Red – Non Uniform Day

N.B. Some classes may also have additional reward systems that are run by their teachers in the classroom for example, 'Star of the Day' or 'Table of the Day'

Appendix B

Consequences Chart

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Action	Action	Action	Action	Action
Interrupting the lesson Not on task Distracting others Dropping litter Not allowing others to join in games Not handing in homework Calling out in class Not listening to the teacher Being unkind	Persistent Stage 1 misbehaviour Being disrespectful Not accepting instructions Not completing homework tasks Pushing in line Swinging on chairs Disrespectful language to another child	Persistent Stage 2 misbehaviour Spreading hurtful rumours Telling lies Swearing Minor deliberate damage to another child's or school property	Persistent Stage 3 misbehaviour Stealing Verbal abuse Loss of temper Physical violence Significant deliberate damage to another child's or school property	Persistent Stage 4 misbehaviour Vandalism Physical violence resulting in actual bodily harm e.g. bruise.
Consequence	Consequence	Consequence	Consequence	Consequence
Non-verbal warning Reminder of the Three Rights Verbal warning (private where possible)	'Time Out' outside the classroom Two minute loss of break/lunch/end of day One-to-One conversation with class teacher Referral to Homework Club	Two minute loss of break/lunch/end of day Year group leader informed Teacher will meet/call parent/carer to informally discuss child's behaviour Behaviour logged in class incident book	Referral to Headteacher Teacher and Year Group Leader to meet formally with parent/carer to discuss child's behaviour	Headteacher will meet formally with parent/carer to discuss child's actions and how best to meet the child's needs Lunchtime exclusion Fixed Term exclusion Permanent exclusion

Appendix C

Behaviour Management Steps

	Steps	Actions
1	Reminder	A reminder of the Three Rights – Respect, Safe, Learn – delivered privately if possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about your next step.’
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 Second Script. Say ‘You will need to stay behind after class for two minutes.’*
4	Time out	Time out should be 2 minutes (timed carefully by the class teacher) just outside the classroom door. It is time for the child to calm down, look at the situation from a different perspective and compose themselves. It is imperative that NO ONE who walks past, asks the child why they are outside the classroom.
5	Repair	This could be a quick chat at break time or a more formal meeting.

* The two minutes is owed when the child reaches this step, it is not part of any future negotiation on behaviour. It cannot be removed, reduced or substituted.

Microscripts

Seven Assertive Sentence Steps to get you off on the right foot –

- 1) You need to (speak to me at the side of the room)
- 2) I need to see you (following the agreed routine)
- 3) I expect (to see your table immaculately tidy in the next two minutes)
- 4) I know you will (help Kyra clean the pen off her face)
- 5) Thank you for (letting go of her hair, let's walk and talk)
- 6) I have heard what you said, now you must (collect your things calmly and move to the thinking spot)
- 7) We will (have a better day tomorrow).

Seven Juicy Bits of Script

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen I'll leave you to make your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) I don't like your behaviour at the moment. It is disruptive, damaging, and dangerous. I don't like your behaviour but I believe that you can be a success.
- 4) I am not leaving, I care about what happens. You are going to be brilliant.
- 5) What do you think were the poor choices that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Darrell, it's not like you to (kick doors, shout out).

A 30 Second Script

- I noticed that you are (having trouble getting started/struggling to get going/wandering around the classroom)
- This means that you are breaking one of the Three Rights (the other children can't learn, are not safe, the teacher is not being shown respect)
- You have chosen to (sit on your own, catch up with your work at break time)
- Do you remember last week when you (arrived on time every day/got a Merit/Rainbow Award)?
- That is who I need to see today.
- Thank you for listening.

Staff member to walk away to give the child 'take up' time – ignore any secondary behaviours.

The Restorative Five

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Have the questions available and select five to use as appropriate.