



Buxton Primary School

Positive Behaviour and Discipline Policy

September 2020

Formally adopted by the Governing Board:	Buxton Primary School
On:-	September 2020
Chair of Governors:	Kathryn Curtis
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1 Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. 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. We all believe this is the best environment in which children learn.

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together respectfully and safely 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.

We aim to do this by following the Buxton Core Values, using the [ARCHER](#) approach which expects every member of the school community to demonstrate;

- **Acceptance:** To show understanding and patience
- **Respect:** To be kind and fair to all
- **Consideration:** To think of others and work well as a team
- **Honesty:** To be truthful and trustworthy
- **Excellence:** To aim high in everything you do
- **Responsibility:** Taking ownership for your actions

The Buxton Core Values underpin the school's curriculum and support the children's personal development in order to make them well rounded citizens prepared for life. The school rewards children displaying these core values, 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, and to foster understanding between school and parents.

The core values link with;

- **Vision Statement** – Our vision statement is at the heart of our core values and summarises our approach to school life at Buxton Primary School
- **SMSC & PSHE** – children's personal development will be impacted by our Core Values and can be referred to in these curriculum areas as and as part of day-to-day life at school
- **British Values** – the Core Values link directly to the BVs and are inspired by them
- **Growth Mind-set** – our growth mind-set approach to learning and challenge run alongside our core values
- **National Curriculum Learning** – Day-to-day classroom learning in all lessons will allow for opportunities to reference our Core Values

Children are encouraged to support each other with behaving well. Where possible, children are involved in managing behaviour around the school and offering suggestions for improvement (particularly Buxton Advocates and Buxton Buddies).

Rewards and Consequences

Teachers and assistants will praise and reward children in a variety of ways:

- Use positive language with reference to the core value language.
- Use the behaviour chart to acknowledge use of core values demonstrated by individuals.
- Rewarding one **ARCHER** point for each core value demonstrated. For every ten individual points collected, a sticker will be awarded.
- Total **ARCHER** house points will be counted and exchanged for an end of half term reward for house teams.
- Regularly nominating children from each class so their achievements or behaviour can be celebrated in assemblies with certificates relating to the core values.
- Encouraging children to share their example of an **ARCHER** value to one of the SLT team and to go in the Brilliant Book.
- Reward children with stickers for achieving excellence on the **ARCHER** behaviour system.

The school acknowledges the efforts and achievements of children, both in and out of school. This is done in whole school assemblies or during class circle or discussion time. Children may also be asked to share these achievements or efforts directly with a member of the SLT.

The school employs a number of sanctions to ensure our school remains a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to show respect and listen carefully to instructions in lessons.
- We expect children to aim high in everything they do try their best in all activities. If they do not do so, we may ask them to redo a task or take it home for completion.
- If a child is disruptive in class, the teacher or assistant reminds him or her of the appropriate behaviour. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work cooperatively again with others. We follow, where possible, the Norfolk Step Up approach – giving children recovery time and when calm, discussing the event and their behaviour with them. All staff have been trained in Norfolk Step On (Sept 2018). Minor incidents are recorded in the class behaviour logs, more serious incidents are reported to the Headteacher and records made. The Headteacher monitors the behaviour logs for patterns of behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others (or themselves), the class teacher stops the activity and prevents the child from taking part for the rest of that session, usually the TA will remain with that child and undertake a recovery activity, so as not to hinder the learning of others. The Pastoral TA may be called for support – she (and a number of teachers, TAs and SLT) has been trained in Norfolk 'Step Up' approach (September 2018). The child will be given recovery time and the circumstances of

the event discussed with child and parents informed. The Headteacher is always informed of these events and keeps a record. If a member of staff needs to use reasonable force (as per the 'reasonable force' policy) to prevent a child harming themselves or others, it will, where possible, only be carried out by 'Step Up' trained staff. Official records are kept of any incidents which require reasonable force to be used. Our Reasonable Force Policy is always followed. If we feel a child's behaviour is significantly unpredictable and may require intervention, parents are informed and give permission for staff to support their child in this way, as a last resort to ensure everyone's safety. Please note, the policy may be enforced even without parental permission if anyone's safety is compromised.

- If a child shows repeated unsafe behaviour, parents are informed and investigations will occur into why. Support and advice will be given by SEND Consultants, Norfolk Inclusion, School to School Support, or a County Advisor for Managing Behaviour. A specific Behaviour IEP/PSP (or in rare occasions an Individual Risk Assessment) will be devised based on advice received. If unsafe behaviour repeatedly occurs, it becomes our primary objective to support the child in modifying his/her behaviour – an angry child finds it harder to learn than a happy child. Any individual systems implemented will be arrived at through discussions with professionals, parents and recorded on IEP/Individual Risk Assessment.
- If a child's behaviour is deemed unsafe, the school, after discussion with parents/carers, will support the child with a designated adult either in or out of class, if available. Children may be moved to different classes – depending on the needs of the child. Our priorities are to keep everyone safe and provide a secure learning environment. If an individual child hinders this aim, they may learn in isolation, be provided with an adapted timetable, or have other modifications to their learning experience.
- If a child is involved in repeated bullying, shows disrespect to staff or displays deliberate violence, or any action that causes harm to themselves or others - further steps will be taken and parents will be involved. This may lead to a fixed term or permanent exclusion. These incidents will always involve the Headteacher.

We make use of a hierarchy of consequences for poor behaviour. Key stage R, 1 and 2 operate the following system:

ARCHER Excellence	Children aspire to be on the ARCHER excellence target by the end of the day and can do this by displaying many of the core ARCHER values.	Children who achieve the ARCHER target will be awarded a star sticker so that parents are aware.
ARCHER Target	Children aim to be on the ARCHER target by the end of the day and can do this by display one of the core ARCHER values.	Children will be awarded an ARCHER point for each core value shown. For every ten points collected, a sticker will be awarded.

Green	All pupils start the day on green – can progress to ARCHER .	
Yellow	<p>Children not displaying the ARCHER core values will be verbally reminded once and on the second reminder will be moved to yellow.</p> <p>- Reasonable adjustments at this stage will be made such as; change of seating position/isolation within the classroom or designated adult support (dependent on availability of staff).</p>	<p>If children remain on yellow by the end of the day and have not taken the responsibility to improve their behaviour choices and move back up to green, then they will have a loss of 5 minutes playtime the following day.</p> <p>Contact may be made with parents if this is repetitive.</p>
Orange	<p>Children continuing to make poor choices and not display core ARCHER values will be moved further down to orange.</p> <p>Further adjustments may be made at this stage such as; Individually supervised work time whilst isolated from the class (dependent upon availability of staff).</p>	<p>If children remain on orange by the end of the day and have not taken the responsibility to improve their behaviour choices and move back up to green, then they will have a loss of 10 minutes playtime the following day.</p> <p>Parents informed via phone call or arranged meeting if this is repetitive.</p>
Red	<p>Despite reminders and reasonable adjustments made children continue to make poor choices and move to red.</p> <p>Further adjustments may be made at this stage such as; removal to another classroom or Individually supervised work by SLT time whilst isolated from the class.</p>	<p>If children remain on red by the end of the day and have not taken the responsibility to improve their behaviour choices and move back up to green, then they will lose their whole playtime the following day.</p> <p>Referral to SLT and parents to be notified by phone or face-to-face and a letter will be sent home. Recorded in class behavioural log.</p>

Consistently Red	Parental meeting to discuss child's behaviour and strategies to improve.	Class teacher and SLT
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At the end of each day, information from the behaviour chart is recorded and this is monitored half-termly. Any pupil identified as being repeatedly on yellow, orange or red will have their behaviour monitored closely. This may involve work with the Pastoral TA and discussions with parents/carers. Equally children who may get overlooked for consistently good behaviour can be easily identified and rewarded appropriately.

During the course of the day, senior staff will visit classes to see 'whose name is where', and stickers are given to those on **ARCHER** Excellence. If a senior member of staff sees a child's name on yellow or orange, they remind the child of the core **ARCHER** values they could work towards to enable them to 'move their name up'. Encouragement to take responsibility for their actions and make good choices is always the focus.

On occasions, the Headteacher may contact external support agencies (the behaviour advisory teacher within the LEA's school support team or social services), or County Advisor.

In rare occasions, when all efforts to keep the child safely in school have been exhausted, the Headteacher may temporarily exclude a child for a fixed term and governors are informed. This may be repeated. The Headteacher may permanently exclude a child.

The school behaviour policy and expectations are discussed with each class each Autumn Term and amended if necessary. This is then shared with parents and the policy shared on the school website. In addition to this policy, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind and we have an Anti-Bullying Policy which is tightly linked to our safeguarding policy. All cases of bullying are referred to a member of SLT or the Headteacher.

Staff seek a balance when offering support and applying sanctions. Children are counselled by staff and this may involve identifying the underlying causes of their anti-social and/or violent, non-compliant behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself or to prevent injury to another person. The actions that we take are in line with government guidelines on the restraint of children. Most members of staff have received Positive Handling training and 2 members of staff have been trained in specific Restraint Training.

Weapons and Right to Search

The Governing Board has agreed that the DfE guidance (February 2014) will be adopted in full should a situation arise where it is necessary to search a child when there is reasonable belief that a weapon or other offensive/illegal/threatening object has been brought into school.

3 The role of the class teacher

Teachers are expected to model and uphold core [ARCHER](#) values.

It is the responsibility of the class teacher to ensure that the Behaviour policy is applied in their class, and that their class behaves in a responsible manner during the school day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children aim high to the best of their ability.

The teacher treats all children in their class with respect and understanding. They make a point of listening to all versions of events and give children the opportunity to display [ARCHER](#) core values before making assumptions or jumping to conclusions.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or a behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy (at least termly). The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, after consultation with the Deputy or Headteacher.

4 The role of the 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/Senior Leaders support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious (including all incidents of bullying and racism) incidents of misbehaviour. These are reported to the Governing Board half termly through the Headteacher report to Governors.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious intentional acts of misbehaviour which cause harm to others. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after all efforts have been exhausted to keep the child in school (see above). The school considers it the highest priority to include all pupils all of the time – exclusion is a very last resort for verbal or physical acts which intentionally and/or repeatedly cause harm to others, or which show repeated and persistent noncompliance with this Policy. The school governors will be notified of any exclusions.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where a parent is having difficulties with their child's behaviour at home, the school will offer guidance and support, and may involve external agencies. Our Pastoral TA is able to provide support, as is the Cluster PSA.

We explain the Behaviour Policy and the Buxton Core [ARCHER](#) values on the school website and we expect parents to read this and support it. A copy is also available in the school office. Supporting our Behaviour Policy is part of the parents' commitment in the Home School Agreement.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.

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 or class teaching assistant. If the concern remains, they should contact the Deputy or Headteacher, then the school governors. If these discussions cannot resolve the problem, a formal grievance, complaint and appeal process can be implemented.

The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Deputy and Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

Fixed-term and permanent exclusions

It is school practice to only ever exclude a child after all other methods of supporting a child in school (including using alternative provision) have been exhausted. This will include gaining support from fellow professionals, producing individual risk assessments and, if staffing permits, providing some individualised sessions to pupils who find it difficult (for whatever reason) to behave safely. However, we will never put the safety of children or staff at risk. If we feel a child's behaviour remains unsafe to others, despite significant support, sanctions and discussions, we will administer an exclusion.

Only the Headteacher (or the acting 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.

If the Headteacher excludes a pupil, they will inform 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 board. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

We recognise our obligation and commitment to every child's education even when they are excluded. We will provide work for any child excluded. This may be in the form of ICT based learning.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing board can form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher and SLT monitor the effectiveness of this policy on a regular basis. They also report to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on the class behaviour and incident logs relating to the relevant class for each child involved. The Headteacher or SLT records those incidents where a child is sent to them on account of unacceptable behaviour. There is also a record of any incidents that occur at break or lunchtimes: lunchtime supervisors provide written details of any incident and give to the relevant class teacher to record on the relevant class behaviour and incident logs for the children involved.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

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