



Buxton Primary School

Positive Behaviour and Discipline Policy

July 2023

Formally adopted by the Governing Board:	Buxton Primary School
On:-	6th July 2023
Chair of Governors:	Kathryn Corder
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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

At Buxton, we follow the principles of the Restorative Approach to children's behaviour. This is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

The Restorative Approach

Being restorative focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

The restorative framework is based upon 'knowing the effect that I have on others'. Adapting the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to

each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults make things right together; a restorative conversation is held when children repeatedly make poor choices in behaviour. Actions from these conversations aim to develop, repair and strengthen communication, relationships and empathy.

Each class has a 'Make it Right' book where those children who have taken part in a restorative conversation are noted and the behaviour and restoration is noted.

All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

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

Growth Mindset

At Buxton, we follow a Growth Mindset approach where staff encourage children to build their resilience, grit, perseverance and motivation. We developed our own characters to represent these qualities which children and staff use to praise children's efforts in work. Certificates are given each week and personalised stickers are used to build these qualities.

"In a fixed mindset, students believe their basic abilities, their intelligence, their talents are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it." Carol Dweck

Rewards and Consequences

Adults in school will praise and reward children in a variety of ways:

- Use positive language with reference to the core value vocabulary.
- Use the Archer chart to acknowledge use of core values demonstrated by individuals.
- Regularly nominating children from each class so their achievements or behaviour can be celebrated in assemblies with certificates relating to the core values and to growth mindset.
- 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 star stickers for achieving an Archer Value.
- Reward children with stickers for achieving excellence on the **ARCHER** behaviour system.
- The headteacher, member of SLT team and/or school advocates will visit classes to praise children and give out stickers for their Archer chart achievements.
- Reward children with Growth Mindset stickers.

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's award system is as follows:

Weekly:

1 x ARCHER certificate awarded to one child per class

1 x Growth Mindset certificate awarded to one child per class

Brilliant Book entries (children are praised in front of school for a range of achievements such as swimming success, raising money for a charity etc)

A PE certificate for one child across the school is chosen by the sports lead each week

Half termly:

Teacher awards: two children per class per half term will receive a 'teacher award'. Parents are invited into assembly where children will receive their award.

Annually:

Headteacher award: one child per class at end of the year will receive the prestigious 'headteacher award' for consistent and exceptional achievement across the year. Parents are invited into assembly where children will receive their award.

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. Since every child is an individual, we sanction children in ways that meet their needs in order to ensure the very best opportunity to teach that child how to make better choices.

- 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.

Low-level behaviours:

- 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 hold restorative conversations and allow the child to have space from the rest of the class until s/he calms down if required, and is in a position to work cooperatively again with others. We follow the Norfolk Step Up and restorative approaches – giving children recovery time and when calm, discussing the event and their behaviour with them.
- Minor incidents are recorded in the class 'Make it Right' book, where required. Other incidents are logged and actions are taken to support the child.
- Occasionally, when reminders and restorative approaches do not result in improvements, the child will speak to a member of the SLT team or the headteacher to discuss how to move forward. If deemed necessary, this will involve a phone call home to discuss the difficulties and actions to move forwards.

Safeguarding leads monitor the behaviour logs for patterns of behaviour. All staff are fully trained in safeguarding procedures on a regular basis.

All staff have been trained in Norfolk Step On and Restorative Approaches. Many staff are also trained in Norfolk Step Up.

The safety of the children is paramount in all situations. On occasion, a child may need further support to make appropriate behaviour choices. At Buxton, our system of support ensures that all children are treated individually. This further support can be given in different ways to suit the needs of a child;

- PBSPs (Personal Behaviour Support Plans) are documents created between the school and child with the support of family members. These provide structure and detailed support following the identification of strengths, areas of need, challenging behaviours, possible triggers and resulting measures to promote positive behaviours.
- 5 point plans are clear 'traffic light' type documents that provide the child with a tool to enable them to recognise their emotional levels and respond to their own needs appropriately. These are heavily adult supported at first with an aim for children to develop independence in dealing with their emotional reactions.
- Individual timetables are developed to guide children who may find remaining in one classroom full time difficult to manage. These timetables are adapted to suit the specific needs of the child. They may include alternative provision at Forest Schools, nurture sessions, time supporting younger children and jobs around school to fit in with an appropriate level of academic learning which could be in their own classes, as part of workshop groups or in other year groups for short periods.
- Sensory and SEMH (Social Emotional and Mental Health) support is provided through allowing individuals the use of different areas of the school. Children who are experiencing sensory overload which is affecting their behaviour may require short bursts of time outside of the classroom to reset. The Den within school provides a calming sanctuary, the library area has a lego wall, the nurture cabin provides a space for children to work with adults specialising in SEMH and our Forest Schools provision allows for nurture sessions and alternative provision style sessions. We are also supported by the SEMH team at Aylsham High School who visit specific children regularly.
- Sticker charts are also developed when needed to provide bursts of motivation for children to achieve a particular goal or target.

We are continually developing the support for our children that need a little more direction than others when it comes to behaviour. The above are a selection of some examples of what we do.

Persistent behaviour:

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 a TA will remain with that child and undertake a recovery activity, so as not to hinder the learning of others.

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 records are kept. 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. Some of the previously mentioned steps may be taken. Should further support and advice be required, this will be sought from external agencies such as SEND Consultants, Norfolk Inclusion, School to School Support. On 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 and ensuring the safety of others. Any individual systems implemented will be arrived at through discussions with professionals, parents and recorded on Individual Risk Assessments.
- 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. 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 more than one of the core ARCHER values.	Children who achieve a core value and land on an ARCHER arrow will be awarded a star sticker so that parents are aware.
ARCHER Arrows	Children aim to be on the ARCHER arrows by the end of the day and can do this by displaying one of the core ARCHER values.	Children will be awarded a 'Buxton core values excellence sticker' for achieving excellence on the ARCHER chart.
Green	All pupils start the day on green and can progress to ARCHER.	
Make it Right book	Children not displaying the ARCHER core values will be verbally reminded once and on the second reminder will have a restorative conversation with an adult to identify the root cause of the behaviour and to put in place restorative action and possible sanctions. - Other reasonable adjustments at this stage could be made such as; change of seating position/activity adjustment or designated adult support (dependent on availability of staff).	
Should children continue to struggle making appropriate choices in behaviour, referral to SLT for further support will be made. Parents will be notified and, sometimes, an individual behaviour plan may be put in place to support the child to make better choices and understand how their choices have consequences not only for themselves, but also other people. Restorative approaches will continue to be a focus and the child and family will be supported with an aim to develop the child's ability to repair and strengthen communication, relationships and empathy.		

Any pupil identified as being repeatedly making poor choices in behaviour will have their behaviour monitored closely. This may involve work with the Pastoral TA and discussions with parents/carers. Pupils identified as showing excellent behaviours are awarded weekly certificates with the Archer value noted. They may also be awarded Growth Mindset certificates.

During the course of the day, senior staff and / or Year 6 Buxton Advocates will visit classes and stickers are given to those on ARCHER arrows or Excellence. Senior members of staff will check the Make it Right books to offer support for the child if required. 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.

On 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 a contract is created with the older children. In this way, every child in the school knows the standard of behaviour that we expect in our school. The behaviour policy is shared with parents via the school website.

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

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 or control children if a child is in danger of hurting him/herself, to prevent injury to another person, or damage to property. The actions that we take are in line with government guidelines on the restraint of children. All staff have been trained in positive handling and relevant staff members have received enhanced positive handling training.

Weapons and Right to Search

The Governing Board has agreed that the DfE guidance (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 bought into school.

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, a record is kept of 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 or headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 reviews and acts upon 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 SEMH team.

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 aim 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 guided with their behaviour, they should initially contact the class teacher or teaching assistant. If the concern remains, they should contact the Headteacher, then the school governors. If these discussions cannot resolve the problem, a formal complaint and appeal process can be implemented (see Complaints Policy).

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 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 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 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 in the 'Make it Right' book for each child involved. The online child protection system, CPOMS, is used by all staff to keep clear and dated records of behaviours in school so that a 'whole view' of all children can be monitored. This means that children who are developing a pattern of behaviour are identified and supported in the appropriate way.

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.