



# **Buckstones Community Primary School**

## **Policy for Positive Behaviour**

**Written and agreed by staff: Monday 13<sup>th</sup>. March 2017**  
**Adopted by Governors: June 7<sup>th</sup>. 2017**

## Mission Statement

- At Buckstones School, we aim to promote the development of our children academically, physically, socially, morally and spiritually, by providing a high quality of teaching and varied learning experiences within a well-ordered and stimulating environment, which supports equality of opportunity.
- We teach the National Curriculum, planning for and presenting the children with challenges that support differentiation.
- We aim to nurture individual skills and talents within an environment which values, self-worth, confidence, independence, self-motivation and co-operation, and in which our children have respect for each other's differences. We aim to give the children a love of learning.

## **School Aims**

### **We aim:**

1. To be an inclusive school and ensure that all pupils are given equality of opportunity and treated fairly.
2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.
3. To treat pupils as individuals and to differentiate teaching and learning to take account of their individual needs.
4. To provide well for pupils' physical, mental, personal, social, moral and cultural needs.
5. To provide well for pupils care, health and safety.
6. To ensure that all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and R.E. as well.
8. To make connections between subjects and to apply basic skills across the curriculum.
9. To give responsibility to the pupils and to develop their self-confidence by contributing to the community.
10. To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
11. To build an ethos marked by a welcoming, friendly, bright and lively happy place where learners feel secure. A school where good behaviour is expected and where pupils enjoy growing up.
12. To make their school a place of enjoyment where success is encouraged, rewarded and celebrated.

## **Introduction**

At Buckstones we like to work alongside parents to encourage children to develop as fully as possible. We want to help children to:

- Grow socially
- Grow personally
- Grow academically

This policy is particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. This policy is about how we aim to do this.

The policy has been reviewed with the School Councillors and Year 6 House captains to ensure we have listened to the pupil voice.

## **Philosophy**

Buckstones Primary School is a safe environment where all can teach and learn in a happy atmosphere. All who are involved with our school show respect and consideration for others; everyone should feel safe and free from physical and emotional harm. The school property and the property of those within school is looked after. Everyone in Buckstones Primary School takes responsibility for making our school a happy place in which to work. If pupils, staff and parents feel proud of Buckstones Primary School then we are well on the way to raising the self-esteem of all involved.

## **How will we achieve our aims?**

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Buckstones Primary School.

### **Pupils**

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the Golden Rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

## **Parents**

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the School Governors and the Friends of Buckstones.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

## **Staff**

- Staff identify strongly with the school, and are proud to be part of it.
- Staff will actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Staff have high expectations of pupils' achievement, attendance and behaviour.
- Staff use praise to motivate pupils and praise permeates all aspects of school life.
- Staff treat pupils and parents equally, with respect and in a fair and just manner.

## **Playtimes and lunchtimes**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during Circle Time, via School Council Reps or directly to Class Teachers.

Where possible the staff will provide a variety of activities that the children can take part in, including a designated quiet area for reading or chatting.

## **Equality and Fairness**

At Buckstones all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council.

## **Rewards and Sanctions**

All classrooms and the dinner hall will display a copy of the Golden Rules and the Rewards and Sanctions. Staff actively reward good behaviour through a variety of measures.

The sanctions provide staff with a progression of procedures. Certain extreme misdemeanours will automatically by-pass the agreed progression, for example, homophobic, sexist or racist behaviour, physical aggression or bullying, and the child will be internally excluded and spend time in the head's office. Parents will be informed on these occasions. The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child for a fixed period from school. This is of course an extreme measure and used very rarely at Buckstones. Our Positive Behaviour and Anti-Bullying Policies provide most of Buckstones children with a structure which promotes good behaviour within our school.

## **Rules**

### **Buckstones pupils follow 6 Golden rules**

- be gentle
- be kind and helpful
- work hard
- look after property
- listen to people
- be honest

But we also expect children to:

- come to school every day
- wear their school uniform
- have their P.E kit in school
- move around the school building calmly and quietly
- play sensibly, safely and cooperatively outside

If a child breaks the rules we **use the language of Choices and Consequences.**

We recognise the reality that you can't make students do things – they choose their behaviour.

A choice always brings a consequence. We reward positive choices too!

Our rewards and sanctions are consistent throughout school, so that children have continuity from class to class and have a better understanding of acceptable behaviour. We promote positive behaviour and recognise and reward helpful and cooperative behaviour, in addition to good work and achievement.

## Rewards

- Smiles, kind words or praise.
- Stickers, stampers, house points or certificates.

*Apart from Reception each child is allocated to a House and they earn housepoints/stampers for their house and for individual certificates.*

*Treat at the end of the year for the winning house.*

*During Celebration Assembly children will be awarded with individual certificates depending on how many they have collected.*

<i>Bronze</i>	<i>25 housepoints</i>
<i>Silver</i>	<i>50 housepoints</i>
<i>Gold</i>	<i>75 housepoints</i>
<i>Super Gold</i>	<i>100 housepoints</i>
<i>Platinum</i>	<i>150 housepoints</i>
<i>Diamond</i>	<i>200 housepoints</i>
<i>Headteacher's Award</i>	<i>250 housepoints</i>

- Golden time.  
*Each pupil receives some Golden time from their teacher, where a menu of activities are on offer, (Golden time can be lost).*

- Sharing your achievement with another teacher or Miss Healey.

- Chance to win a prize in the good behaviour raffle.  
*At the end of every half term all the children who have continually followed the six rules will have their name put into a raffle draw; this will be drawn during the Friday assembly. There will be three prizes: Infant/ Lower Junior/ Upper Junior.*

- Miss Healey letter.  
*Each half term a child who shows consistently good behaviour and hard work will be chosen by their teacher to receive a Miss Healey letter and book token. These children will also wear a badge on their uniform.*

- Being nominated for a trophy.  
*At the end of each year two children will be nominated for a trophy:  
Infants is for most progress  
Juniors is for most contribution to school.*



## **Sanctions in class**

Most incidents can be dealt with by:

- Stern look or warning.
- 5 minutes loss of Golden Time.
- Sent away from class/miss treat/not allowed to represent school/not allowed to attend a trip or activity including swimming.
- After 3 incidents of unacceptable behaviour, the child will spend their whole lunch time in the reflection room with a member of staff.
- After being sent to the reflection room 3 times, there will be a meeting with the child's parents. More serious incidents will result in the child being sent to reflect in the Reflection Room.
- Behaviour book after a meeting with parents.
- Sent to work in Miss Healey's room.

If problems are not resolved / persist / extreme incidents

- Pupils will be excluded within school for a period of time (1 lesson, 1/2 day, full day )
- Parents are further involved

Under extreme circumstances

- Pupils may be sent home for the remainder of the day.
- Suspension for up to 5 days.
- Formal disciplinary procedure involving Governors and LA.

### **Lunchtime Rewards**

- Smiles, kind words or praise
- Stickers
- Extra playtime
- Captain's table

### **Sanctions outside at playtimes and lunch times**

- Stern look or warning.
- 5 minutes standing against the wall.
- Continued unacceptable behaviour or in more serious incidences, after the initial 5 minutes of time out at the wall, children will be sent inside to a member of staff. This will also result in the child's name being written in the book to miss extra play time.
- Serious incidents will result in a child spending their lunchtime in the Reflection Room.

### **Extra play time rules**

Any child, who has been stood at the wall for 5 minutes on more than 1 occasion during a week, will miss extra play time. They will be sent inside to complete work.

Any child who has been sent inside for time out or to the reflection room that week will also miss extra play.

### **Points to contribute to extra play earned by:**

- Good behaviour of individuals or a class as a whole.
- Being kind and helpful to others.
- Thinking about others.
- Helping staff.
- Looking after the school inside and outside.

Appendix 1: Record sheet for children who have been sent to me because of their poor behaviour

Name of child:		Class:		Date and Time :	
Number of times this term?					<input type="text"/>
Number of times this year?					<input type="text"/>
Details of the incident:					
Reported by:					
Witnesses:					
Is this a racist incident? And reported to the L.A.					Yes/No
Is this a hate incident? And reported to the L.A.					Yes/No
Have parents been informed?					Yes/No
Have the victim's parents been informed?					Yes/No
Consequence:					
Signed:					

