



**OLD BUCKENHAM
PRIMARY SCHOOL**

Old Buckenham Primary School

Behaviour Policy

'Inspiring Learning for Life'

Document Author:	Helen Mitchell		
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			<i>introduction of Old Buck De-escalation STEPS script</i>
V5	1.9.24	<i>Helen Mitchell</i>	<i>Changes to rewards, definitions of behaviours, re-defining The Old Buck Way, including routines updated. Reference to playtimes and lunchtimes. Behaviour Blueprint updated.</i>
V6	1.9.25	<i>Helen Mitchell</i>	<i>Removed ref to a separate Positive Handling Policy, Safer Use in Technology Policy date changed to 2025.</i> <i>Points thresholds for rewards have been updated, with rewards now issued termly rather than half-termly.</i> <i>New Value to be confirmed following discussions with staff which will then be celebrated.</i>

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1. Introduction

Old Buckenham Primary School is committed to creating a safe, happy and friendly environment where exemplary behaviour is at the heart of an atmosphere of learning without limits. Children flourish when they engage in positive, trusting relationships based on mutual respect. Our behaviour principles are based on clear boundaries, excellent systems and genuine mutual respect. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At OBPS we work together as a school community - children, staff, parents/carers - to create a welcoming and inclusive culture based on our school values of respect, resilience, teamwork, honesty, and communication.

Pupils learn that building positive approaches and attitudes to behaviour, relationships and learning ultimately benefits themselves, as well as others. In turn, they understand how to be a positive citizen, contributing to their own and society's future in a constructive way. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [DfE \(2022\) 'Behaviour in schools: advice for headteachers and school staff'](#)
- [Searching, Screening and Confiscation: advice for Schools 2022](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [DfE \(2023\) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement](#)
- [DfE \(2013\) 'Use of reasonable force'](#)
- [Supporting pupils with medical conditions](#)
- [DfE \(2015\) 'Special educational needs and disability code of practice: 0 to 25 years'](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#) which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Educations and Inspections Act 2006](#) which requires schools to regulate pupils' behaviour and publish a behaviour policy and

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written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- Voyeurism (Offences) Act 2019
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Exclusions Policy
- Staff code of Conduct
- Safer use of Technology Policy 2025

Copies of these policies can be found on our school website.

3. Aims

Through this policy we aim to:

- create a culture of exceptionally good behaviour: for learning, for community and for life
- ensure that all learners are treated fairly, shown respect and to promote good relationships
- acknowledge that all behaviour is communication and give attention to the underlying need, rather than the behaviour
- help learners take control over their own behaviour and be responsible for the consequences of it
- ensure that excellent behaviour is a minimum expectation for all
- ensure all children learn the skills of self-regulation
- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
 - promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property.

Objectives

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- Expectations of good behaviour are made clear.
 - teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
 - develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

4. **Roles and Responsibilities**

Trustees

Responsible for:

- The monitoring and implementation of this Behaviours Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

Headteacher

Responsible for:

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- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Mental health lead

Responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and Trustees, as part of the Leadership Team, to outline and strategically develop behavioural and SEMH policies and provisions for the school
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

SENCO

Responsible for:

- Collaborating with the Trustees, headteacher and the mental health lead, as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All staff

Responsible for:

- Meet and greet pupils in the morning and at transition times throughout the day.
- Refer to 'Ready, Respectful, Safe.'
- Being excellent role models, adhering to school expectations regarding movement around the school, lining up, being punctual and use of routines as per 'The Old Buck Way.'
- Being positive and enthusiastic, have high expectations of both learning and behaviour and build positive relationships.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not following our school rules
- Ensuring that pupils always move sensibly and quietly through the school helping to ensure a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.
- Staff on duty at lunchtime should encourage positive play and support pupils to resolve conflict in a calm and restorative manner. SLT will help to deal with unacceptable behaviour
- Deal with parental concerns in a timely, respectful and professional manner, involving senior staff as appropriate. All staff expect that parents will behave in a reasonable and respectful manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Plan lessons that engage, challenge and meet the needs of all learners. Good classroom organisation is the key to good behaviour, and the provision of a high-quality curriculum through interesting and challenging activities has a positive influence on pupils' behaviour.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

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- Keeping the relevant figures of authority up to date with any changes in behaviour.

The relevant figures of authority include: Headteacher, SENCO, DSL, and any other members of the Leadership Team.

Volunteers:

Responsible for:

- Adhering to and applying this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Ensuring that pupils always move sensibly and quietly through the school helping to ensure a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.

Pupils

Responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following expectations for behaviour at all times.
- Reporting any unacceptable behaviour to a member of staff.

Parents

At Old Buckenham Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family. We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Parents will also inform the school of any changes in circumstances which may affect their child's behaviour.

Parents should never discuss, approach or confront a pupil (or their parent), about a school-related issue that concerns them, whether inside or outside the school gate.

5. Behaviour for Learning: 'The Old Buck Way'

Our Rules

'Be Ready, Be Respectful and Be Safe'

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe'**, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour At Old Buckenham

Adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

All staff will:

- Meet and greet children at the start of the day, Be at the door of the classroom at the beginning and end of each lesson.
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectation of behaviour
- Never walk past children who fail to meet expectations.
- Always redirect children by referring to our core values, school rules and routines.

Our Values

- Respect
- Resilience
- Teamwork
- Honesty
- Communication

Our Routines

'The Old Buck Way' is a set of routines which have been developed by staff, children and SLT. These routines are implemented through a number of opportunities including assemblies, regular reinforcement at key points during the day and PSHE lessons,

<p>STAR Sitting</p>  <p>S. Sit up tall. T. Track the speaker. A. Ask and answer questions. R. Respect everyone.</p>	<p>Wonderful Walking</p> <ul style="list-style-type: none"> • We walk in silence. • We use soldier arms. • We walk sensibly. • We face the direction we are walking in. 	<p>Lovely Listening</p> <ul style="list-style-type: none"> • We listen to one voice. • We use STAR sitting. • We put our hands up if we want to speak. • We focus on the speaker.
<p>Lovely Lining Up</p> <ul style="list-style-type: none"> • We face forwards. • We use 'zombie' arms. • We move to 'soldier arms. • We stand in silence. 	<p>Delightful Dinners</p> <ul style="list-style-type: none"> • We use STAR sitting. • We use quiet voices. • We use 'Lovely Lining Up' and 'Wonderful Walking'. • We use 'Lovely Listening.' 	<p>Peaceful Playtimes</p> <ul style="list-style-type: none"> • We use 'Wonderful Walking' to and from the playground. • Whistle 1= stop. • Whistle 2= line up. • We use Lovely Lining Up.
<p>Old Buck Manners</p> <ul style="list-style-type: none"> • We always say 'please' and 'thank you.' • We say 'excuse me' before speaking to a grown up. • We open doors for others. 		

- We say, 'good morning.'

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on Pupil Assett (our school's MIS).

Learning Behaviours

We believe that if children are 'ready' they are ready to learn. This includes demonstrating strong learning behaviours. We believe that the following values link well to our positive behaviour for learning choices:

Teamwork: collaborating, working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating

Resilience: persevering, being determined, recognising that making a mistake is learning, identifying achievable goals, being able to give things a go following a setback.

Honesty: telling the truth, owning up when a bad choice has been made

Respect: caring for others, animals and looking after the environment and the world around them

Communication: expressing thoughts, feelings and ideas in many different ways

6. Responses to behaviour: Above and Beyond Recognition

Strategies for positive encouragement

- **Behaviour Windmill**

To recognise and encourage positive learning behaviours we use a traffic light approach known as our Behaviour Windmill. Each class has a large version of the Behaviour Windmill displayed in the classroom which shows how we progress throughout the day, through- green, bronze, silver, gold and sapphire steps. We talk to the children about the good behaviours and attitudes linked in order to encourage developing the following core values: resilience, honesty, communication, respect and teamwork. We want to make sure that all good behaviour is rewarded. When children are demonstrating these positive learning behaviours in a purposeful way and following the school rules, children will automatically progress. Scores are given daily at the end of the day and are recorded which correspond to daily points (see table below).

Each classroom displays a copy of the Windmill Poster as a visual aid to support discussions with groups and individual pupils throughout the day. This shows the jumps and point scores children will receive.

Each colour on the windmill equates to a certain number of pupil points. At the end of each school day, pupil points are added to a Windmill Record Sheet. Total scores are equal to a colour on the windmill. Pupil points that have been awarded should not be taken away.

Daily Point Scores: Where am I at the end of the day?

Level	Pupil Points Score
SAPPHIRE	10
GOLD	9
SILVER	8
BRONZE	7
GREEN	6
ORANGE	0
RED	0

Teachers need to ensure that the Daily Score is recorded for each child.

If a child has not behaved appropriately then Teachers can decide to move them back a step, or, if a verbal warning (orange) or a move seat or Partner Class (red), On Call (grey) or SLT involvement (purple) have been used, the child will need to jump back up. Teachers can also jump pupils up more quickly if they catch something exceptionally good from that child.

It is important that Teachers and Support Staff have a reflective discussion with children about where they are during the day and at the end of the day, so they know their daily score, when they have made mistakes and when they have made progress. Recovery and restoration from a mishap should be encouraged and celebrated.

Pupils who struggle with their behaviour and need a visual record can be supported with Behaviour Charts, which are private and map highs and lows of the day.

Points can earn Windmill Awards

Class teachers will track each child's daily points, which are totalled weekly. All children can earn a place at the Weekly Windmill session. If a child does not reach Sapphire on any day, they will meet with a member of SLT at the start of the weekly Windmill session to review the school rules and reinforce positive behaviour.

Points accumulated contribute to scheduled rewards across the year.

Half termly Rewards

The Old Buck Tuck Shop

Children may use their points to purchase items and experiences through the Old Buck Tuck Shop. The shop operates at the end of each term, with experiences delivered either at the end of the term or the start of the following half term.

Recognition Badges and Certificates

The children receive badges and certificates in line with the individual points they have achieved each term:

Total Points	Award
230-259	Bronze Star Badge
260-284	Silver Star Badge
285-299	Gold Star Badge
300	Sapphire Star Badge
3 sapphire badges	Diamond Badge
3 sapphires and a diamond badge.	Platinum Badge

Teachers will need to keep a record of who has received which Awards. This will be kept online, and the template shared as part of transition records. Awards will be given in Special Mention Assembly.

Daily Rewards

Above and Beyond Board

In each Classroom there will be an 'Above and Beyond' Board. On (or next to) this Board, the new Windmill Poster (Sept. 2023) will be displayed. Each Class will have some laminated speech bubbles as 'Shout Outs.' When a child goes 'above and beyond' in any aspect of their learning, progress, achievement and / or their personal development and/or behaviour, teachers will reward this child with a 'Shout Out' with the positive action written on. This will go up onto the board. The child will then see the Head Teacher and receive recognition, a Head Teachers Award Sticker. When a pupil has received a Head Teacher's sticker for a Positive Shout Out three times, they will receive a 'Head Teachers Award' sticker. There is also a Weekly Reward linked to this- please see below.

Star of the Day

Teachers will award Classroom Level awards and share ideas with other teachers about what they might be. One of these will be to award Star of the Day to a pupil each day. The child will receive a Certificate and the Teacher will share with the Class why they have received the award.

Daily Reward Time

A daily Reward Time will be built into the school day for all pupils. This will be 5 minutes at the end of every day. All children who have had a good day, as decided by the teacher, can take part in the Reward Time. However, if a child has had an event which is at Partner Class or higher, then they will automatically not take part in the Reward time and their time will be spent with SLT/ Senior Teacher.

Weekly Rewards

Special Mention

Every week on a Friday we have a Special Mention Assembly in the Hall. Teachers select pupils for five different awards in this celebration assembly:

- Special Mention- a certificate for someone who has excelled in an area during the week
- The Kindness Cup- a pupil who has shown real kindness to others during the week. A Class Cup is given for the week and a Kindness Leaf with the child's name on is added to the Kindness Tree
- Presentation Award- a pupil who has shown excellent handwriting and presentation in their work

Values Assembly

Social Stories are used to expand on our Whole School Values to help children understand the Values and what they mean, in action. Certificates are given to pupils who have displayed the half termly focused value. The focused value changes each half term.

Term	Focus Value
Autumn 1	Respect
Autumn 2	Resilience
Spring 1	Communication
Spring 2	Honesty
Summer 1	New Value: To be agreed with children and staff
Summer 2	Teamwork

'Hot Chocolate Friday!'

Those children who receive a 'Shout Out' and are added to their Class 'Above and Beyond' Board, who also receive a Head teacher's Award, are also invited to 'Hot Chocolate Friday.' These treats may alter throughout the year and include other treats such as Fruit Smoothies or ice pops and more!

Team Points

Every child is allocated to a specific coloured 'house' team when they begin at Old Buck: Red, Green, Yellow or Blue.

Children can also earn team points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.

Other rewards and opportunities for celebrating good behaviour that children at Old Buck will experience include:

- Staff congratulating children
- Positive Feedback to Parents
- Stickers
- Presenting good work to the Headteacher or Class Teacher

7. Anti-Social Behaviours

At Old Buck Primary, we consider the following behaviours to be anti-social behaviours. We will define these as **making the wrong choices**.

Physical behaviours towards children or adults: Includes fighting or encouraging others to fight, play fighting, wounding; hitting; kicking; punching, jostling, deliberate scratching or biting, holding tightly around the neck, possession of, or use of an object, such as a knife, that could be used intentionally to harm someone else

Verbal Abuse and Threatening Behaviour: Includes threatened violence, homophobic abuse and harassment, any language or behaviour, which is meant to embarrass, harass, or upset other people (verbal intimidation), unkind remarks and derogatory comments e.g. use of the word 'gay', behaviour that causes offence, establishing gangs for the purpose of intimidating others, swearing.

Persistent disruptive behaviour: Includes displaying challenging behaviour, refusal, persistent violation of the school rules, behaving in a way that disrupts others.

Racist Abuse: Includes taunting and harassment, racist or derogatory statements, swearing that can be attributed to racist characteristics, wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.

Sexual Misconduct: includes abuse, assault, harassment, lewd behaviour and 'upskirting', graffiti.

Bullying: Defined as behaviour that is intended to hurt someone physically or emotionally, behaviour that is repeated over a period of time by an individual or group, often aimed at certain groups or protected characteristics. This includes cyber bullying.

Drug and alcohol-related – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.

Damage – to school or personal property to any member of the school community, vandalism, arson, graffiti.

Theft – including stealing school property, personal property, extortion

Alongside attendance at school, the school's behaviour policy applies when:

- taking part in any school-organised or a school-related activity or
- travelling to or from school or
- wearing school uniform
- or in some other way identifiable as a pupil at the school

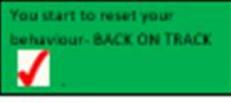
Or anti-social at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- could adversely affect the reputation of the school

Managing Anti-Social Behaviour- OUR APPROACH WHEN CHILDREN MAKE THE WRONG CHOICE

We expect all of our children to behave well and make good choices allowing those around them to feel safe and secure. Children will be made aware that their behaviour links to a poor choice and may have consequences in the same way that there will be rewards for behaviour that is a good choice. All consequences should be proportionate to the poor choices made or actions taken and the age of the pupil. They should also take into account any mitigating factors, such as SEND.

In the event of children demonstrating anti-social behaviours a member of staff will intervene and help the child to understand what they have done and consider how they can put it right. We expect that the vast majority of children will respond positively to verbal reminders and that in the vast majority of cases, this will be sufficient. If reminders prove unsuccessful, or when a pupil has obviously behaved in a way that is at odds with core expectations and values then we will work restoratively at different levels to resolve issues as is summarised below:

Ready Respectful Safe Is everyone safe?		Old Buckenham Primary School
'The Old Buck Way- What we do...'		Types of Behaviour seen
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>1. Reminder (Green)</h2> <ul style="list-style-type: none"> Outline desired change - 'Show me....'(school rules) 	<ul style="list-style-type: none"> Off- task chatter Disrupting learning
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>2. Final Warning (Orange -1)</h2> <ul style="list-style-type: none"> Verbal 'This is your verbal warning....' Outline desired change - 'Show me....'(school rules) Give a directed choice- 'You can do....this or...this' Use 'When... and then....' Class Teacher records on Pupil Asset 	<ul style="list-style-type: none"> Continued disruption Continued distraction Refusal to comply
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>3. Classroom Space (Red -2)</h2> <ul style="list-style-type: none"> Move the child to another classroom space Class Teacher records on Pupil Asset 	<ul style="list-style-type: none"> Continued disruption Continued distraction Refusal to Comply Rudeness Refusal to engage
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>4. Partner Class Sanction (Red -3)</h2> <ul style="list-style-type: none"> Child is taken to partner class with some learning and a set time given Child completes a Reflection Sheet Child 'repairs and restores' situation, with support Classroom Sanctions are put in place set and actioned by the Teacher Class Teacher records on Pupil Asset Parents informed by Class Teacher 	<ul style="list-style-type: none"> Continued disruption Continued distraction Continued Refusal to Comply Continued rudeness Continued refusal to engage
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>5. On Call (Blue -4)</h2> <ul style="list-style-type: none"> On Call is requested on the Class Radio SLT is notified of all On Call events On Call staff will aim to intervene, they will decide next steps in liaison with SLT On Call and SLT will set sanctions and outline who will carry them out Child 'repairs and restores' the situation, with support Parents informed by Class Teacher Class Teacher records up to On Call on Pupil Asset; On Call records subsequent actions 	<ul style="list-style-type: none"> Refusal to comply with Partner Class Foul and abusive language Deliberate acts of violence, unsafety Deliberate serious disrespect towards adults
<p>You start to reset your behaviour- BACK ON TRACK</p> 	<h2>6. SLT (Purple -5)</h2> <ul style="list-style-type: none"> SLT involvement and decision- making May involve an investigation May lead to a further sanction- Detention, Internal Exclusion or Suspension Timetable adjustment or other needs-based alteration Parents informed and meeting with SLT Reintegration meeting- Child 'repairs and restores' the situation, with support Class <u>debrief</u> as needed with SLT 	<ul style="list-style-type: none"> Repeated Partner Class needed (twice or more in a day) Highly escalated behaviour Continued or increased violent behaviour and unsafety Hurting others '<u>bullying</u>' behaviours

8. Playtime and Lunchtimes

Our expectations apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place at these times so that all our children can be safe and happy.

- Stop and stand still once the first whistle is blown then line up quietly and safely after the second whistle is blown.
- If the children do not respond to the whistle and are not behaving in a safe manner, they may be asked to practise lining up safely during the following playtime.
- Stand in line safely, no pushing or overtaking.
- Walk down corridors with purpose and at an appropriate volume.
- Children should play in appropriate, supervised spaces.

If children require time to reflect at lunchtime they will be told to accompany the member of staff or placed in an appropriate area in the playground for a specified amount of time.

Isolation for a full play/lunchtime: This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with a member of staff, who will encourage them to reflect on their behaviour and how it can be improved.

9. RESTORATIVE APPROACHES – REFLECT, REPAIR, RESTORE

The approach will require all staff working with our students to be aware of the principles and language of Restorative Practices and Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The aim of restorative practice and approaches is to create restoration and reparation between those involved. This seeks to 'teach' children about their behaviour.

Examples of The Restorative Questions:

What happened?

What were you feeling / thinking at the time?

What do you think / feel about it now?

Who has been affected by what has happened?

In what way?

What impact has this incident had on you and on others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the poor behaviour choices made and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected. At Old Buck we refer to these conversations as reflect, repair and restore.

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the perpetrator and the victim/s including working with whole classes. Examples of restorative approaches in action include:

- **Restorative Chat** – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up.
- **Corridor/Impromptu Conference** – informal conference that does not include formal preparation but may include an informal contract and a follow up.
- **Circle or Classroom Conference** – a more-structured conference that requires a degree of pre- conference preparation and, possibly, a contract, debrief and a follow-up session.
- **Formal Conference** – requires formal pre-conference preparation, formal referral, a contract (possible through a Pastoral Support Plan, and a formal setting, a debrief after the conference and a follow-up session

10. RECORDING INCIDENTS

Incidents are recorded when the behaviour has escalated to red or has developed in frequency. It will always be recorded when the behaviour has escalated to a point where support from the SENDCo or Senior Leadership Team (SLT) is required. The school uses an electronic management information system (Pupil Asset) to record incidents in a consistent format.

Class teacher behaviour Monitoring: The Behaviour Folder

Class Teacher have a yellow Behaviour Folder. They will keep a copy of any reflection sheets completed by pupils in this folder.

Half termly, teachers will be given a summary of their Class' behaviour from Pupil Asset and use this to analyse patterns etc. At this point, children causing concern can be raised to SLT for a proposal for an additional Behaviour Intervention to be used, such as a Rainbow Chart.

11.SLT Behaviour Monitoring: The Behaviour Process

SLT will monitor behaviour data and use a **Behaviour Intervention Procedure** flow chart to move children through stages (please see Appendix for flow chart, outline also below). There will be a range of Target Charts and approaches alongside robust review, so children do not remain on one stage too long and they are enabled towards self efficacy in their behaviour and ultimately away from behaviour modification supports. Behaviour Target Charts are not used in isolation but part of a suite of approaches which will also include elements such as home/ school liaison; sensory input/ breaks; therapeutic approaches and personalised rewards.

Behaviour Tracking Charts

A range of Behaviour Tracking charts will be used. Teacher will use them in consultation with SLT, and this will be informed by Behaviour data.

It is essential that for children who are on charts:

- There are built in rewards in the day- these can be just before lunch and the end of the day. It is the teacher's discretion if a child does not get reward Time on any given day, but it is more effective if it is achievable. Some children have 'sensory breaks' which are part of their curriculum. These are not rewards as such and therefore should not be removed for poor behaviour

- Key details of events are recorded on the chart so parents can see the graph of the day
- Ups and downs are tracked so children can see that 'downs' are survivable, and they can move back up, and also that ups and downs are 'named' so responsibility can be taken
- The chart is consistent and used every day for the period set
- The charts are copied every day and a copy is sent home and a copy goes into the behaviour folder

Old Buckenham Primary School Behaviour Intervention Procedure

This procedure ensures the review, analysis and response to behaviour data gathered. Pupils' progress is recorded at each stage and this enables us to capture evidence and impact to remove barriers and improve outcomes for all students, individually.

What we will do at each stage:
<ul style="list-style-type: none"> • All incidents at RED or above are logged on Pupil Asset by the Class Team • Log reviewed each week by Teaching Teams and SLT • Teachings Teams review data half termly • SLT decision to go to 'Behaviour Level 1' or not • Class teams informed
<ul style="list-style-type: none"> • Level 1 Letter home to inform • Signs of Safety planning meeting offered to parents. • Behaviour Target Chart or Token System in Early Years, in place • 6 weeks on chart then review meeting • Charts copied each day and stored for review in class. Copy goes home • Pupil reports to SLT at break, lunch and at the end of each day. If any Partner Class Level- they lose break • Review family and child needs and consider referral- Early Help; Point 1 etc. • Risk Assessment in place.
<p>Behaviour Target Charts reviewed at SLT after 6 weeks. If little progress (and/ or increase in incidents, partner class, exclusions) decision to go to 'Behaviour Level 2'</p> <ul style="list-style-type: none"> • Level 2 Letter home to inform • Refer to Inclusion Team to be considered • Other external referrals considered- Point 1, SEND agencies/ assessment etc. • High Monitoring Behaviour Target Chart put in place by SLT • 6 weeks on chart then decision taken. When a pupil at this stage is reviewed, there may be a need to consider the best timetable and consider Alternative Provision • Pupil reports to SLT at break, lunch and at the end of each day. If any Partner Class Level- they lose break • Set Meeting with parents • Add updated behaviour to Risk Assessment

12. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When a child begins to display extreme behaviour, the 'on call adult' should be called. This will generally be after a child has been through parts 1-4 on our behaviour blueprint. It is recognised that there may be an occasion where a child has gone from zero to one hundred and therefore the on-call adult should be notified. Our approach for escalated behaviour is:

- We now have a restore room for children to act out in.
- We also have outdoor space ; if a child is so heightened we must allow them to take space outside and you can then call 'on-call.'
- The class TA/ 1:1 TA must track the child outside until the on-call adult arrives.
- We must not bar exit points.
- If a child decides to abscond we will apply consequences in line with our Positive Handling Policy.

Please note, as per the Positive Handling Policy, if a child absconds there will be a collaborative approach to ensure that a cat and mouse scenario does not ensue. For example, an older child we would track from a distance so as not to escalate them further, whilst contacting parents that the child has gone off site. For a younger child, we would immediately pursue with another adult and use positive restraint where necessary. A member of SLT will be part of this decision process.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on Pupil Asset.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Any physical restraint must be recorded with a member of SLT- using the school proforma. If a member of staff is injured by a child as a result of behaviour, this must be recorded using the Air 1 form provided by Sapientia Education Trust Health & Safety team. This is now saved online.

13. Strategy for dealing with 'biting' in EYFS

It is worth noting that some behaviours require a contextualised response, such as incidents of 'biting' within the Early Years. 'Biting' may occur due to the developmental stage that the child is currently operating within. This is specifically relevant for our youngest learners within our Nursery, whereby some of our children are as young as 2 years old.

If an incident of biting occurs, then we have the following procedures in place:

-Staff members would first assess whether the biting incident is considered to be a developmental stage relating to our Early Years Ages and Stages profile, or whether the behaviour should be dealt with using the aspect of the behaviour policy.

If deemed developmental:

- In the first instance, we would explain clearly to the child that this is not acceptable and ensure that they are placed into Reflection time consistent with our Learning Charter. The child would be supported to understand the reasons why this is not acceptable behaviour in a way that they can understand. Parents / carers would be informed and this would also be logged within the class behaviour folder and would be subsequently monitored.

-If incidents of biting are to continue, then we would have a meeting with the child's parents / carers to discuss a plan of action moving forward, promoting a consistent approach between school and home. Steps would be taken to support the child, such as the use of teething toys being used where appropriate. As each child is a unique individual, the plan of action would reflect this. This would continue to be subsequently monitored and the Early Years Leader and Headteacher would also be informed. In some cases, external support may be requested to support the child at their home or at school.

Incidents of biting will be recorded on Bromcom for the schools' records.

14. Exclusion (Fixed Term and Permanent)

Exclusion In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime - This occurs as a sanction when a child has behaved in an unsafe manner. This time spent in isolation with staff will encourage them to reflect on their behaviour and how it can be improved.
- Internal suspension - If a child is persistently disruptive, unsafe or jeopardising the safety of others we may need to remove them for a period of time This internal suspension will be supervised by an adult and parents will be notified.
- Fixed term suspension – Repeated acts of disruptive, unsafe behaviour that jeopardises the safety of others, despite prior warnings may result in pupils being suspended for a fixed term. One of acts of behaviour deemed to be aggressive, violent or threatening may also be deemed serious enough for a fixed term suspension. This is to give the child a period of time to reflect on the behaviours

that have been deemed unacceptable and for staff at OBPS to put a risk assessment and an appropriate plan in place to support the pupils' reintegration back into school. A reintegration meeting is held with parents to establish an agreed plan of support.

- Permanent exclusion—this is a last resort when all interventions for support have been exhausted and staff believe that OBPS School is unable to further meet the child's needs. There may also be an occasion where a pupil's behaviour is deemed to be at a level of aggression or violence that is deemed serious enough for a permanent exclusion. This is at the discretion of the headteacher.

15. Specific Behaviours

Individual support (SEND)

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.

There will, always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential. To help identify what support may be needed, the class teacher should to clarify the problem by asking the "w" questions:

- What?
- Where?
- With whom?
- When?

Class teacher should:

- Complete daily monitoring of Individual Behaviour chart (see SENCO) to support with identifying more clearly the triggers of inappropriate behaviour. In EYFS and KS1 these are known as 'Rainbow Charts', in KS2, they are known as a Target Chart.
- Discuss the findings with SENCO and/or Leadership team.
- Keep parents informed with respect to behaviour incidents.

SENCO to organise a parent meeting which involves the class teacher to:

- Identify what skills, strengths or positive elements already exist to enable a preferred future.
- Ascertain the preferred futures of others and try to merge them.
- Initiate target setting and identify support.
- Consider whether or not an individual behaviour plan is necessary.

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Children who are on Individual Behaviour Charts (Rainbow Chart KS1; Target Chart KS2; Individual Windmill Chart), can choose to either 'come off' the main classroom Windmill, or stay on it.

If they choose to come off, their face label can be taken off and either used on their chart or put away.

The scoring system will be the same for those on charts as it is for those who are not.

- The Chart maps their day and will provide their rewards. Highs and lows are recorded and the on-going dialogue in class and the 'check-ins' are for being honest and 'naming' what has happened, and also, to reset, if needed. Every lesson can be successful, and each lesson is a fresh start.
- Teachers should build in a TA supported reward activity time (last 10/15 minutes of the day) for a good day and say specifically around 6 or more ticks means they have this reward. If a child cannot manage the whole day without rewards, then a Token Chart can be used

The SENCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENCO will consider whether a referral to an outside agency e.g. Just One Norfolk, specialist provision, needs to be completed.

In the case of continued inappropriate behaviour

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need or disability. This is in accordance with the SEN Code of Practice. We recognise that a child with social, emotional or behavioural difficulties may require something additional or different in the same way we would differentiate the curriculum for a child with learning needs. Where this is the case, the child will be identified on our school SEN list. Individual education plans may be needed which outline agreed targets and strategies as well as the ways in which we will support the child. This may include a referral to the SENCO or Nurture Lead. If none of the above are effective, multi-agency involvement will be considered for the child.

16. The use of Restrictive Physical Intervention

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

Telling parents when Restrictive Physical Intervention has been used on their child.

A copy of the Trust Template can be found using the following link:

<https://forms.office.com/e/rihbdddTNKn>

What happens if a pupil complains when Restrictive Physical Intervention is used on them?

All complaints about the use of Restrictive Physical Intervention will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

17. Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable.'

Where behaviour outside the school grounds falls under the categories stated on the DfE guidance, school will follow a proportionate response in line with how these behaviours would be managed in school as stated above. [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)

18. Safeguarding and Child on Child Abuse

At OBPS We understand, that even if there are no reports of child-on-child abuse in our setting it does not mean it is not happening, it may not be reported. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children's procedures will apply in respect of any child who is suffering or likely to suffer significant harm.

Child-on-child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

In primary schools this could include but is not limited to:

- emotional, physical and verbal bullying
- homophobic language
- sexist language and gender stereotyping
- sexual harassment
- orange and red light behaviours which cause concern as identified on the Brooks Traffic Light Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All concerns about a child or young person, including peer on peer abuse, should be reported without delay, and recorded using MyConcern

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

19. Confiscating Items

Searching, screening and confiscation is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

Confiscation

A staff member can confiscate anything they have reasonable grounds to suspect is a prohibited item. If the pupil has possession of illegal items, the police will be called for the removal of the item(s). Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. Items pupils are not allowed to bring onto the school premises:

- Fire lighting equipment
- Drugs and smoking equipment, including e-cigarettes
- Alcohol

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- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances
- Electronic devices including ipads, gaming devices, laptops and smart watches which have camera and/or call access activated (unless agreed with the Headteacher for educational purposes)

Other prohibited items include:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials (such as pornographic, homophobic or racist)
- Aerosols including deodorant and hair spray
- Any other items which are deemed hazardous
- Any substance that may be deemed hazardous if mixed with another substance

Searching

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and with the consent of the pupil. Authorised staff may search items, including pockets and backpacks. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

- Searches will be conducted by a same-sex member of staff, and there will be another member of staff present as a witness to the search
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats. Before carrying out a search the authorised member of staff will:
 - Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other pupils or staff at risk
 - Consider whether the search would pose a safeguarding risk to the pupil
 - Explain to the pupil why they are being searched and seek their cooperation

- Explain to the pupil what a search entails, e.g. "I will ask you to turn out your pockets and remove your scarf"

Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate

Mobile Telephones

We only permit Year 6 pupils to bring mobile phones into school. If a child brings in a mobile phone for communication with parent/carer before and after the school, it must be handed to the class teacher. This will then be placed in the office and can be collected by the child at the end of the school day.

20. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

21. Monitoring & Evaluation

The Headteacher and Senior Leadership Team are responsible for the day-to-day monitoring of behaviour and the impact and effectiveness of this behaviour policy.

The regular formal Headteacher's written report to the Sapientia Education Trust includes an analysis of behavioural trends and patterns. This includes analysis of behaviour and exclusions by different groups of pupils, e.g., SEND, pupil premium, disadvantaged, ethnicity and by gender and incidents of behaviour relating to protected characteristics. This data is further scrutinised at the Trust standards committee and by the Trust Director of Education.

Appendix A: Our Code of Conduct: Rights and Responsibilities

We expect all pupils, parents and staff to respect everyone and everything in our school. This aim is translated into a 'Code of Conduct', which has been taken from the Jigsaw (PSHE scheme) Charter and written in a form that is easily understood by all our pupils through the School Council. This document is shared with all pupils at the start of the school year.

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability • To be listened to • To feel safe • To be respected • To be treated fairly • To know what is expected of them 	<ul style="list-style-type: none"> • To allow others to be listened to and heard • To listen to others • To treat people with respect and kindness • To always work to the best of your ability • To be honest • To keep others safe • To be polite and show good manners • To care for and take pride in the environment of the school • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships and lead by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect • To know their children are safe • To be able to raise concerns with staff and be told when their child is experiencing difficulty • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour and uphold the principles of this behaviour. • Ensure children attend regularly and on time. • Be aware of the strategies and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others.

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	<ul style="list-style-type: none"> • Inform the school of any concerns that may affect the behaviour of their child.
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The following constitutes a list of the types of behaviour we expect and that which we deem as unacceptable. These are known as our non-negotiables.

<p>This is the behaviour we expect from all children at Old Buckenham Primary School and Nursery</p> 	<p>This behaviour is not acceptable at Old Buckenham Primary School and Nursery.</p> 
<ul style="list-style-type: none"> ✓ Respecting your own and each other's property and personal belongings ✓ Showing respect for others ✓ Allowing others to work without disturbance ✓ Talking to each other and adults politely. Do not speak when others are talking. ✓ Responding to adults appropriately ✓ Accepting responsibility for your own behaviour and apologise if necessary. ✓ Remaining in the classroom unless given permission to leave. ✓ Focusing on the task set and work to the best of your ability. ✓ Looking after the school building and equipment 	<ul style="list-style-type: none"> X Stopping others from working. X Failing to follow a simple instruction. X Name calling X Deliberate acts of disrespect (e.g. rolling eyes, kissing teeth, negative body language etc) X Foul and abusive language (swearing) X Leaving the classroom without permission X Stealing or damaging property. X Fighting or deliberate acts of violence X Leaving the school grounds without permission.. X Bullying (a series of deliberate acts to upset or harm another person)

Every child should see that they are moved back to at least green by the end of the day- this may be because they have shown some outstanding learning behaviours that follow on from their time on red or orange, or because the teacher has reminded them that 'tomorrow is a fresh start and we want to see positive behaviours tomorrow.'

Appendix B: Staff Scripts

STAFF LANYARDS

De-escalation script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and

30 Second Script

1. It was the rule about being [ready / respectful / safe] that you've broken.
2. This is because you have chosen to.....
3. I know you can be [ready / respectful / safe] because [discuss and frame positive behaviour]
4. That's the (child's name) I need to see now.
5. Thank you for listening.

DISPLAYED AROUND SCHOOL

Positive phrasing (Use these)

Stand by me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the library

Stay seated in your chair

Please / thank you

Negative phrasing (avoid these)

Stop being silly

Be good

Don't throw the pen

Stop running

Don't talk to me like that!

Calm down

Limited choice

Where shall we talk, here or in the library?

Put the pen on the table or in the box

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

Appendix C: Partner Class

In the event that a child does require time in a partner class, the following applies:

Class	Partner class
Year 6	Year 5
Year 5	Year 4
Year 4	Year 6
Year 3	Year 5
Year 2	Year 3
Year 1	Year 2
Year R	Year 1

Appendix D: Reflection Sheet (KS2)

Full name: _____ Class: _____ Date: _____

Value of the month: _____

What classroom rule or responsibility has been broken?

Details of what I did

What effects did my behaviour have on my learning/ on others' learning?

What will I do to improve my behaviour?

Signature of child: _____

Signature of teacher: _____

Early Years Behaviour Reflection Sheet:

Name: _____

Date: _____

Incident: _____

Note: This needs to be logged on pupil asset please & added to the behaviour folder.

Behaviour Seen: (Use this space to draw or write what has happened. Model how this has been shared in a way which the child can understand, based upon their developmental age, making a brief note if this is a verbal reflection).

Fix It: (Following the schools restorative approach, how has this been resolved? Again, share with the child using a verbal conversation, drawing or words to reflect on this behaviour. Adults may provide a brief sentence to summarise, dependent on the child's developmental stage).



Behaviour Blueprint

OUR THREE RULES:

- Ready
- Respectful
- Safe

Relentless Routines

1. STAR sitting.
2. Wonderful Walking.
3. Lovely Listening.
4. Lovely Lining Up.
5. Delightful Dinners.
6. Peaceful Playtimes
7. Old Buck Manners

Recognition and Rewards

- Points awarded daily for anyone who is on green or above on the Windmill each day.
- Daily reward for anyone on green or above each day.
- Highest scoring class of pupil points each week awarded extra break.
- Half termly opportunity to spend points at Old Buck Tuck Shop.
- School badges of recognition for good behaviour awarded each half term.
- WOW jars in each class to reward specific targets for behaviour.
- Headteacher awards for above and beyond behaviour.

30 SECOND SCRIPT: USED BY ALL STAFF

1. It was the rule about being [ready / respectful / safe] that you've broken.
2. This is because you have chosen to.....
3. I know you can be [ready / respectful / safe] because [discuss and frame positive behaviour]
4. That's the (child's name) I need to see now.
5. Thank you for listening.

STEPPED SANCTIONS:

1. Reminder of rule
2. Warning
3. Last Chance
4. Time out- Classroom space, then Partner Class
5. Restorative conversations

RESTORATIVE CONVERSATIONS:

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?