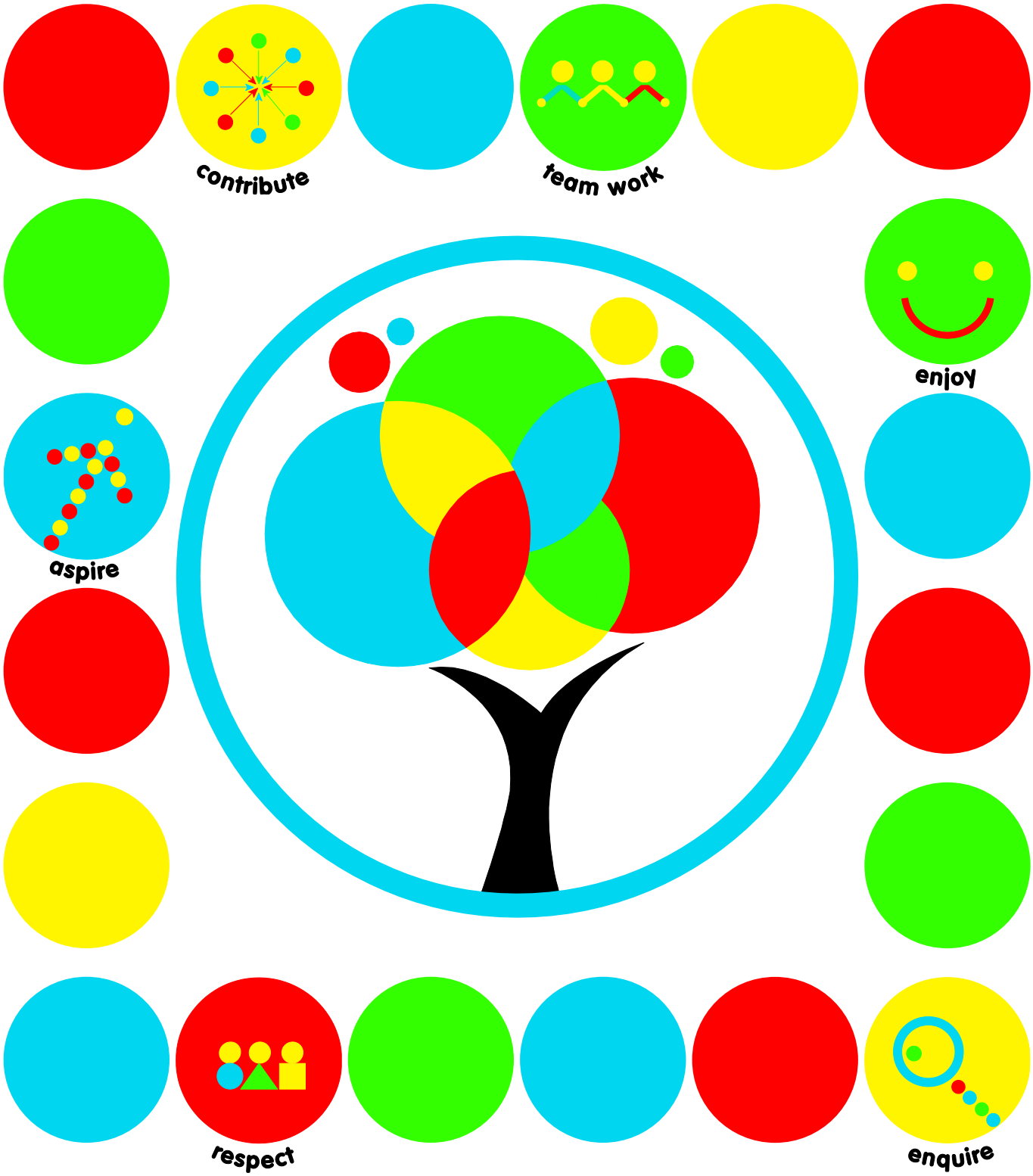


Behaviour Policy and Handbook

Head teacher signature:

Chair of Governors signature:

Review date: September 2026

Thomas Buxton Primary School
Learning Together

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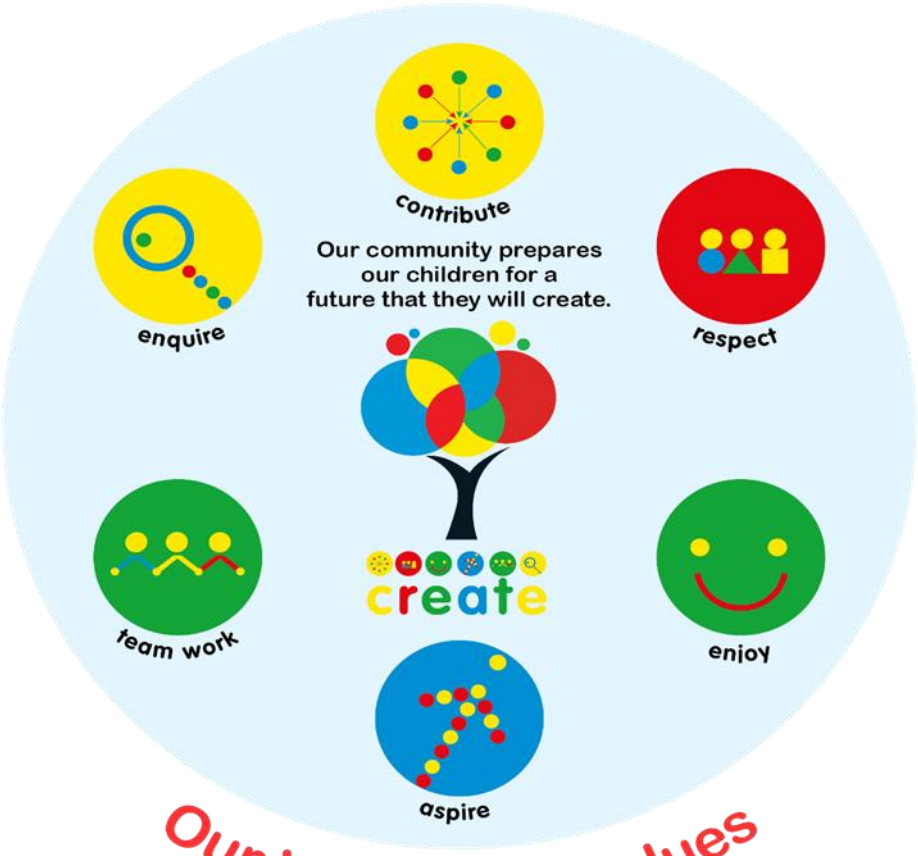
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Version Control		
Date	**Version**	**Comments**
13.11.2024	v.2	No changes



Our Vision and Values

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Statement of Intent

Thomas Buxton Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Children aspire to be good citizens and demonstrate a strong moral purpose through a values-led school ethos. These values, along with the UNCRC (United Nations Convention on the Rights of the Child) Articles are at the heart of all school planning, policies and documents as a Rights Respecting School. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health or refer to external agencies as appropriate.

Children take responsibility for their own behaviour, learning from mistakes whilst developing a sense of moral purpose which supports them in making good decisions throughout their lives.

The UNCRC articles which inform this policy are:

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
Article 15: Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.
Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.
Article 31: Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

1. Aims

- Provide a **consistent approach** to behaviour management
- Promote self-esteem, self-regulation (zones of regulation) and positive relationships
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarising the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Provide a safe environment where incidents of disruption, violence, discrimination, bullying and any form of harassment are dealt with swiftly and effectively to minis the impact on pupils
- Developing positive relationships with pupils to enable early intervention.
- Outline our system of **rewards and sanctions**

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance from the Department of Education (DFE) including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Home/School Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy

- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Anti-bullying Policy

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.



The shared belief that positive behaviour for learning and respect for the rights of children as expressed in the UNCRC Articles underpin our policy and approach to managing behaviour at Thomas Buxton Primary School. A clear system of rewards acknowledge achievement in academic learning or personal development and clear sanctions for unacceptable or unsafe behaviour are shared by all children, staff and families.

The principles which inform our policy and practice of behaviour management are outlined in Appendix 1 Governing Board Statement of Behaviour Principles.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

The Governing Board

- The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, 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.

The Headteacher

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Designated Mental Health Lead

- Overseeing the whole-school approach to mental health, including how this is reflected in this 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.

The Assistant Headteacher

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, phase leaders, the SENCO and, where appropriate, the pupils themselves.

The SENCO

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff

Teaching staff are responsible for:

Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Arbor and providing red card behaviour summaries on CPOMS. Informing the Phase Leaders who will support with the management of children who have reached this stage.
- Planning lessons within the PHSE Curriculum to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum

All staff

All staff are responsible for:

- Responding to behaviour incidents. SLT will provide support to de-escalate incidents where required
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of individual needs and supporting pupils with specific behavioural needs.

Parents

Parents are expected to:

- Work in partnership with the school to support their child in adhering to the pupil code of conduct
- Supporting their child in adhering to the school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Parents and carers are able to discuss behaviour concerns whenever they wish. It may be possible to speak to the class teacher informally at the beginning or end of the day. If this is

not possible then please contact the school office to request that a time to meet the class teacher is arranged. Certificates and successes are also reported weekly.

Where children receive Red Cards through the sanctions system, parents are informed by the class teacher or the Phase Leader and are involved in discussing how to manage behaviour following sanction. Persistent reaching of the Red Card sanction will warrant consideration of a Behaviour Support Plan. This will be considered through discussion with the class teacher, Assistant Headteacher and Phase Leader. This is communicated with parents and carers and they are involved in providing a consistent message of reward / sanction when required.

Parents are also advised of the Local Offer around Behaviour support. The Parents' Advice Centre and local Parenting courses are signposted on the website or through discussion with pastoral leads.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

6. Pupil code of conduct

Pupils are expected to enjoy the rights of the UNCRC which are the responsibility of all adults to uphold. They are also expected to behave appropriately so that the rights of all children are respected.

All Children have the right to:	Everyone will show respect through:
• learn	• trying not to distract others
• feel cared about	• caring about others
• be listened to	• listening to others
• use the resources of the school	• sharing and looking after the resources of the school
• make mistakes and try again	• and trying to learn from mistakes
• get help when they need it	• helping others and ask for help from the teacher
• feel successful	• appreciating the successes of others
• feel and be safe in the school environment	• being mindful and aware of how other people feel and how our actions affect other people
• feel a sense of belonging	• making everyone feel welcome and accepted
• express their feelings in a positive way	• thinking about other people's opinions and points of view

7. Praise, rewards and sanction

See the Staff handbook section for the implementation of the reward and sanction section.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

Rewards

We acknowledge and celebrate good behaviour through a range of individual and collective rewards.

Individual Rewards

- Sticker charts
- Certificates presented during the Friday Achievement assembly
- Attendance certificates / attendance focus fortnight treat
- Verbal and non-verbal praise – including through individual behaviour profiles shared during termly meetings.
- Other certificates (e.g.: homework certificates)
- Top Table invitations

Whole Class Rewards:

- Marble treats
- Class attendance trophies (presented weekly during the Achievement assembly)

Sanctions

A series of graduated warnings and sanctions are used to stop misbehaviour. See flowchart below.

Permanent exclusion or a fixed term sanction is a last resort sanction which reflects the seriousness of the misbehaviour or the illegal act if the child is of an age of legal responsibility. It is used rarely and usually when other behaviour support plans have not been effective in supporting the child to change a pattern of misbehaviour.

Maintained schools and academies must have regard to statutory guidance on exclusion from the Department for Education. The requirements apply to all pupils, including those above and below compulsory school age. The Headteacher will follow the guidance set out by the London Borough of Tower Hamlets in managing and reporting permanent exclusion or fixed term suspensions.

Authorising and recording exclusion and suspension;

Pupils can be excluded permanently, or for one or more fixed periods of suspension up to a maximum of 15 days per academic year. Only the Headteacher or acting Headteacher can authorise exclusions.

All exclusions and suspensions, however short, must be formally recorded. 'Internal exclusion', where pupils are removed from their class but not the school site, does not count as a formal exclusion, so does not need to be recorded.

Deciding whether to exclude a pupil;

A pupil should only be excluded when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of their parents or their academic ability.

When deciding whether to exclude a pupil, the Headteacher must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans (EHCPs) or special educational needs (SEN) are especially vulnerable to the impact of exclusion, and we should avoid permanently excluding them.

It is illegal to exclude a pupil simply because the school is not able to meet their needs, and excluding a pupil for behaviour that is due to their SEN may constitute discrimination. The

school will follow the guidance of London Borough of Tower Hamlets pupil services as outlined in their procedures for schools.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or a residential visit.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct and will deal with the matter with confidentiality and sensitively.

Please refer to our Safeguarding Policy and the specific policy for managing allegations against staff.

8. Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The Assistant Headteacher in collaboration with the Headteacher and phase leaders will monitor records of all reported incidents on Arbor to help identify pupils whose behaviour may indicate potential mental health problems.

Effective Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and across the school. The foundations for effective classroom management are set on building positive relationships between all.

Staff will:

- Develop classroom and playground charters together and agree what makes a happy, safe and purposeful learning environment.
- We also use the “7 Ps” to support children’s learning behaviour and ensure they are actively engaged in their learning. These are specifically taught during the ‘Establishing Weeks Curriculum’ at the beginning of the year and reinforced throughout.

1.) Passion

2.) Progress

3.) Purpose

4.) Participation

5.) Praise

6.) Perseverance

7.) Pace

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which includes:
    - Consistently using the school rewards and sanctions systems so that children are clear about the expectations for their behaviour
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Concluding the day positively and starting the next day afresh
- Acknowledge pupils' efforts to play, behave and learn well. We appreciate parents' / carers' involvement in this process.
- Teach pupils that the way to get attention is through behaving well.
- Be clear, firm and consistent.
- Help children to identify difficult behaviour for themselves and how to resolve it.
- Teach children 'Rights Respecting' language to help them understand and communicate when they have a problem and how to resolve it effectively.
- Teach pupils how to do 'Good Sitting, Good Looking, and Good Listening.' Use the stop sign and other non-verbal strategies to minimise interruptions to teaching and learning.
- Use circle time, Philosophy for Children sessions, curriculum class time and whole school assembly time to focus on positive behaviour.
- Believe that pupils behave well when they feel good about themselves and we do all we can to promote their self-esteem through everyday practice and specifically through our SEMH (Social and Emotional Mental Health) assemblies and lessons.
- Demonstrate what our rules mean; for example, an assembly focuses on how to be a good friend or how to be gentle.
- Adults to be aware of their responsibility to provide role models in order to foster good relationships.
- Plan lessons and activities to stimulate and motivate pupils to become active learners and to take responsibility for their own learning.
- Invite visitors in to support children in understanding different types of discrimination including racism and the effect it has on those targeted.

- Plan anti-bullying weeks to promote everyone's right to feel happy and safe at school and in the wider community and identify support and strategies for victims.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Show respect for the school environment.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

- Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal responsibility to use reasonable force to prevent pupils from committing an offence, injuring

themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Classroom rules and routines

The school has an established set of clear, comprehensive classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers" .It is expected that staff use the language of the UNCRC Rights Charter when engaging with children about issues linked to behaviour

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Charter which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. This outlines the commitment of all in the school to uphold the rights as stated in the UNCRC.
For younger pupils, parents will read the Classroom Charter with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to the child's parents/ carers after discussion with senior leaders if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The SENDCO and the Assistant Headteacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Children who struggle to manage behaviour are provided with personalised

behaviour and learning systems. This entails daily monitoring and rewards. The children meet with the designated adult to report success and reflect on the day.

Children who are struggling with managing behaviour can also see our school Play Therapist or be referred to the school's Education Wellbeing Practitioner deployed by THEWS (Tower Hamlets Education Wellbeing Service). They are able to reflect on feelings and behaviours and explore strategies to improve. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

There is a comprehensive transition plan for when children move from one academic year or key stage to another. Playtimes, lunchtimes and class routines are all introduced over a 'transition period' to ensure that children have a happy and successful next step to their schooling. Secondary Transfer is also managed to enable our children to have the best start in their next school. We work with local secondary schools so that all relevant information is passed on. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Training

Staff are provided with annual Behaviour Management training as well as weekly behaviour updates in whole staff briefing. Staff are provided with training on managing behaviour, as part of their induction process. There is a weekly behaviour management update during staff briefing time.

Behaviour management will also form part of the wider continuing professional development programme. Staff working with children who have specific emotional or behavioural difficulties will be trained appropriately as directed by the SENCO or Assistant

Headteacher. Staff are supported by phase leaders and the Assistant Headteacher to improve their daily practice. Staff are able to peer-observe and engage in coaching to further develop behaviour management strategies.
A staff training log is held by the SENDCo and the Professional Development Lead.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Board every two years. At each review, the policy will be approved by the Headteacher and Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Board every two years.

Links with other policies

This behaviour policy is linked to the following policies and guidance:

- Safeguarding policy
- Anti-Bullying Policy
- Governors Statement of Behaviour Principles
- Positive Handling Policy

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026.

Appendix 1: written statement of behaviour principles

1. High standards of behaviour: The governing board of Thomas Buxton Primary School believe that high standards of behaviour lie at the heart of a successful school which enables all children to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote outstanding learning without interruption. Thomas Buxton Primary School's values and the UNCRC Articles underpin our expectations of all students.

2. The right to feel safe at all times: All children, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the behaviour policy should help to foster this.

3. Inclusion: Thomas Buxton Primary School is an inclusive establishment. All members of the school community should be able to work or learn, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti- Bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious belief or background should be clearly set out and regularly monitored for their effective implementation.

4. Equality: The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.

5. Home-School Partnership: Parents and carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time within the school. The responsibilities of children, parents/carers and school staff with respect to behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.

6. Thomas Buxton Primary School Values: Our shared values should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour from all adults and students. They should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all stakeholders. The governing body expect the rules to be consistently applied by all staff when dealing with children and with each other.

7. Rewards: The Governing Board would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward outstanding behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

8. Consequences: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents/carers can understand how and when these are applied. The governing board strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

Appendix 2 – Staff Handbook and Behaviour Systems

Rewards – all materials are supplied to classes at the start of the school year and reviewed regularly through monitoring and pupil voice feedback. Teachers should not devise alternative systems of rewards to use in class. The effectiveness of our system is the simplicity and continuity it offers to children as they move through the school.

STICKER CHARTS

Purpose: To promote positive behaviour through an incentive based sticker chart

How it works:

Children are rewarded with stickers when they demonstrate good learning behaviours or achievement. When children reach particular milestones (ie: amounts of stickers) they receive small prizes. Charts are taken to the Headteacher, Deputy Headteacher or Phase Leader for signature.

ACHIEVEMENT CERTIFICATES

Purpose: To acknowledge significant steps in academic or personal progress.

How it works:

Children are awarded a certificate in Friday Assembly in recognition of academic or personal achievement. Two children are chosen from each class each week and over the course of the year all children should be acknowledged at least once this way.

TOP TABLE

Purpose: The aim of Top able is to promote positive behaviour in the playground.

How it works:

7 children from each Key Stage are invited each week to sit on 'Top Table' with the Headteacher, Deputy or Phase Leader. Midday Meals Supervisors will award Rights Respecting tickets to children who have been behaving well in the playground by being a good friend or helpful etc. Children write their name and class on the ticket and it goes into the lucky dip jar. Winners are announced in Friday Assembly.

On Top Table, children have a table set for them with restaurant cutlery, folded napkins and a menu where waiters take their orders and serve them their food. They have special juice and a chocolate at the end.

MARBLE TREATS:

Purpose: To encourage children to work and learn together

How it works:

Classes can be rewarded with up to 3 marbles per day based on how well they have worked together. Children and their teachers will use their class charter to decide how many marbles the class has earned (1, 2 or 3). These will be placed in the class jar. When the class get 60 marbles, the teacher will plan a whole class treat. This may include an off-site activity or reward activities within the classroom.

ATTENDANCE REWARDS:

Purpose: To encourage children to be at school every day and on time. This is to encourage a life-long habit which will hopefully extend beyond children's time at Thomas Buxton.

How it works:

WEEKLY: There is a weekly attendance trophy for the class with the highest weekly attendance percentage for KS1 and KS2 presented during Achievement assembly. In the EYFS, an attendance soft toy is presented to the class with the highest attendance.

TERMLY: We have an attendance and/or punctuality focus fortnight each term. At the end of the fortnight, a special reward is organised for all children who meet the set target.

YEARLY: Children with the highest attendance for the year are rewarded with a trip to Chessington in the summer term (KS1 and 2)

SANCTIONS

Children at Thomas Buxton Primary School value the clarity and expectation that boundaries are set clearly and are applied fairly. Pupils will always have the opportunity to make their voices heard when conflict arises or they have shown poor behaviour.

We manage poor behaviour through:

The 'Red Card' Behaviour system

Purpose: To minimise disruption to learning by giving children opportunity to moderation their own behaviour and step down any pattern of poor behaviour.

How it works:

The adult highlights the behaviour which is causing disruption and informs the child that they have a verbal warning to stop. If the same behaviour persists or further disruptive behaviour occurs, then a further warning (First Yellow Card) is given. If further disruption occurs then they are moved to the Behaviour reflection area within the classroom. If more disruption or a serious act of misbehaving (see chart) occurs then a Red Card should be given and the child is removed to the partner classroom for the appropriate time (AM/PM in KS1 and remainder of the day in KS2). If the Red Card is given at the end of the day then the sanction is given for the next day.

Parents and carers should be informed the same day of the Red Card and the reason for the child being sanctioned this way. The Phase Leader will make a phone call during the day or meet the parent if the Class Teacher is unavailable to inform the parent at the end of the school day.

Staff MUST record all warnings and red cards using SIMS. This ensures that behaviour can be tracked systematically for individual children and across groups in the school.

Calming Down

When dealing with a child who has been using unacceptable behaviour we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on his/her own or the teacher may send the child to the designated class. Children should not be left outside of the classroom on their own.

Listening

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times e.g. a child who has been disruptive in the classroom might have to wait until playtime or lunchtime before he/she was given the opportunity to discuss his/her problems with an adult.

Dealing with Conflict Between Children

3 STEPS TO RESOLVING CONFLICT

Where conflict with other children is at the cause of misbehaviour then staff should work with children to discuss the issue causing the conflict. The following steps should be taught to children at appropriate points in the year.

1. Tell the other person which of your rights you feel was disrespected and therefore upset you.
2. Tell the other person how you feel.
3. Tell the other person what respect they can show you or what they can do to make you feel better

A school leadership team member (HT/DHT/AHT or Phase Leader) is responsible for monitoring behaviour at playtime/lunchtime each day. A record of more serious incidents (red cards) such as fighting, kicking, or name-calling is always tracked on the electronic school behaviour tracker. Fair sanctions are imposed each time.

Conflict or disagreements can be managed through peer mediation if children agree to it.

When an adult is dealing with conflict or serious breaches of the code of conduct they will ensure that all children have the opportunity to speak or record their version and perception of the events and causes of the conflict.

The desired outcome is always to help children to resolve the matter causing the conflict and for them to acknowledge any misbehaviour. It is important for the child to understand that matters can be resolved but that there are consequences (sanctions) for misbehaviour.

Activities to help children to reflect on their misbehaviour include:

- Filling out a 'reflection' sheet
- Writing a letter/drawing a picture to say 'sorry' to a child they may have upset.
- A letter sent home to parents or carers

The Headteacher, Assistant Headteacher or Phase Leader will meet parents/carers if the misbehaviour continues or becomes more serious.

Incidents recorded on the behaviour tracker are monitored and further action is put in place through a system of individual monitoring / highlighting or in serious cases, Pastoral Support Plans (PSPs).

Discrimination, bullying or physically hurting a child is taken very seriously and is not tolerated. In this instance, the pupils are sent straight to the Headteacher, Deputy Headteacher or another Senior Leadership Team member.

Physical Intervention – Refer also to the Positive Handling Policy

The health and safety of staff and pupils is paramount at Thomas Buxton Primary School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously. A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Thomas Buxton Primary School must be through the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan (behaviour plan) and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded on forms by the staff member involved and are kept in the Inclusion office. Staff must report any incidents to the Assistant Headteacher or Phase Leader who will then liaise with either the Head Teacher or Deputy Headteacher if they are not already aware.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others, causing

serious damage to property or greatly disrupting the order of the school day. A number of staff are trained in the principles of Team Teach in order to manage children with violent behaviours safely.

Personal Social and Health Education

We recognise that it is very important to teach children how to work together and form sound personal relationships with their peers, teachers and other adults in the school. The school's PHSE curriculum sets out the range and breadth of coverage of the taught personal, health and social education curriculum.

In the course of the day class teachers will spend time every day, talking to children about their behaviour. Teachers will encourage children to discuss their feelings and attempt to solve their own problems. Some other curriculum activities will focus on co-operation and aim to teach children to share and collaborate. Teachers will focus on the subject of bullying and name calling through class discussion, drama, games, stories and through circle times. There is a calendar of enrichment activities and Buzz Days which support the development of PHSE directly and implicitly. Further advice can be sought from the SENCO, Phase Leader or Assistant Headteacher if required.

Exceptional Behaviour Needs

Children with exceptional behavioural needs (these maybe due to a specific special educational need or a change in circumstance) may require the support and guidance from the Inclusion team (SENCo, Assistant Headteacher or external professionals). Strategies may include removal from the school's behaviour system and the implementation of an individual behaviour plan. The plans focus on one or two targets that are achievable and which will make the biggest impact to the child's learning and wellbeing. Adults provide time to help children reflect upon their behaviour plan regularly. Some plans may include a reward which motivates the child. Reviews of the programmes will take place during Pupil Progress Meetings, annual reviews and other meetings as appropriate. It is important that other children understand that individuals may need additional strategies and support, including removal from the behaviour system where appropriate.

Individual Behaviour Charts

Some children need extra support with behaviour in the short term. The individual needs of the child will be considered when formulating a chart or plan. For example, some children may need a visual reminder or a reward to motivate or remind them to behave well. In this instance, class teachers will meet with the Assistant Headteacher and create an individual behaviour chart. The chart will focus on one specific target that the child is to focus on. There may or may not be a reward, such as stickers, attached to the chart if needed.

Individual Behaviour Plans

The following method will be used if informal communication between home and school has failed to lead to an improvement in behaviour or the behaviour of a child has suddenly deteriorated.

A meeting will be called between the class teacher, Phase Leader, Assistant Headteacher and the parent. The child's difficulties will be discussed at the meeting and the child will be involved if possible. An Individual Behaviour Plan will be created in which one or two targets will be identified which will have the biggest impact on that child's learning and wellbeing.

The child will be asked to see the Phase Leader or Assistant Headteacher at the end of the week to reflect upon their behaviour plan that week. At the end of the week the sheet will be sent to the parent who will sign it and return it to school. The child's parents/ carers will be invited to return to school to discuss how the child is progressing when appropriate.

Daily Report

The following method of monitoring behaviour will only be used as a last resort and when all other methods have been tried.

Parents will be asked to attend a meeting with the Head Teacher and Assistant Headteacher. The child will also be involved. One member of staff either the Head Teacher or the Assistant Headteacher will be the child's 'Key

Worker'. The child will be given a 'Daily Behaviour Sheet' or Home/School Book which will be filled in by staff who come into contact with the child. 'The Key Worker' will monitor the child's behaviour. The child will take the sheet home every day to have it signed by the parent and return it to school the following day. Parents of children who are on a daily report will need to come to school on a regular basis to discuss the child's behaviour with the 'Key Worker.' Co-operation between home and school is seen as vital at this point.

Local Authority Incident Sheets

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are kept in the School Business Manager's office. Copies are available on the server. They are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority.

LUNCH TIME SUPERVISION.

The Midday Meals Supervisors are responsible for the children during the lunch break. The Headteacher, Deputy Headteacher, Assistant Headteacher and Phase Leaders are also on duty. The same code of conduct applies during the lunch break as at any other time. Children are expected to show respect to the Midday Meals Supervisors and to obey the rules. The supervisors are asked to make a note of any unacceptable behaviour at lunch time by reporting any serious matters to the Senior Leader on duty. MMS staff are encouraged to use praise and RRS Tokens to highlight positive behaviour. They are trained to resolve minor conflict between children but will refer serious misbehaviour incidents to firstly the Senior MMS staff member or the SLT member of staff on duty.

Positive Playtimes and Lunchtimes (Our RRSA Playground charters)

Our expectation is to make sure playtimes are positive for all children and is developed with the children through our Rights Respecting charters. We believe that for children to positively engage with these charters, they need to be involved in developing them so they can take ownership of the charter and therefore their behaviour.

- We have separate charters for the EYFS, KS1 and KS2.
- We update them when necessary to reflect current school daily life and changes in cohorts.
- Our KS1 and 2 playgrounds are separated into zones where structured activities take place so children know what playing opportunities are available to them

Children take responsibility for lunchtimes through:

- Job Centre responsibilities
- Purchasing some playground equipment with the DHT
- Running the school tuck shop
- Child led initiatives through the School Council
- Peer mediators to support children having difficulties. This includes; providing support for children having disagreements and helping children establish friendships
- Signing up to a variety of clubs on offer
- Taking part in Peer Mediation Training and then using those skills as Peer Mediators in the playground

Our Behaviour System

Verbal Warning	First Yellow Card	Second Yellow Card	Red Card
!			 Give the child an actual red card and send them to the partner class.
First verbal warning	Second verbal Warning	Time out in class – in a quiet space away from the group.	All children (KS1 and KS2 should be out of class for the remaining am / pm). They should complete a reflection sheet in the partner class and also complete their work. Only in very serious cases will children be out of class for the whole day (agreed by member of the Senior Leadership Team).

Partner Classes	
	

Behaviour Flowchart

FIRST YELLOW CARD

Class teacher
keeps a record of 1YCs

SECOND YELLOW CARD

Class teacher keeps a record of 2YCs
and liaises with phase leader and AHT

RED CARD

Incident recorded on arbor then add incident summary and any follow ups to CPOMS. Phase leader/AHT alerted.

Swearing | Racist comment | Fighting | Spitting
Stealing | Bullying | Deliberate disobedience

(refusal to follow instructions)

Class teacher and Phase Leader work collaboratively to manage the situation.

Class teacher to implement sanction (seek phase leader support if required).

Class teacher/phase leader will meet with the child/children who have been given a red card (this should be done during break or lunch time.

Phase leader (with class teacher) to contact parents to discuss further.

Follow up recorded on CPOMS.

ONGOING RED CARD BEHAVIOUR

- Meeting with parent/carer, class teacher and phase leader to discuss concerns.
- Behaviour support meeting scheduled with the Assistant Headteacher, Phase Leader and class teacher to draft Behaviour Support Plan (BSP).
- Home school book set up by Teaching assistant (short comment daily - 1 positive, 1 area for development).
- Behaviour chart with targets to be shared with pupil.
- Behaviour targets reviewed daily by the class teacher with the child. If target is met child to receive reward time as agreed in the BSP.
- BSP review meeting half -termly with Inclusion Manager, class teacher and phase leader.

IF BEHAVIOUR CONTINUES TO ESCALATE

Assistant Headteacher to seek support
from external agencies (BASS, Early Help)

Thomas Buxton Primary School
Learning Together

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