



## BUGLE SCHOOL

### BEHAVIOUR AND ACHIEVEMENT POLICY

#### Aim of the School:

At Bugle School our aim is to promote a fully inclusive partnership (staff, parents, governors and child) where there is true equality of opportunity in all aspects of life-long learning.

In order to achieve this aim we will raise:

- Self esteem and well being;
- Academic achievement;
- Awareness of personal responsibility and behaviour for learning and;
- An appreciation and understanding of difference.

#### Code of Behaviour

Our expectations are that all pupils will:

- Be polite, responsible and considerate to each other, to staff and any visitors.
- Look after and care for our grounds, buildings and equipment.
- Produce work to the best of their ability.
- Promote the good name of the school and feel secure as a valued member of a team.
- Take full advantage of the opportunities to learn.
- Not become involved in or tolerate bullying of any kind.
- Be punctual and walk quietly around the buildings and grounds.
- Never behave in a violent or threatening manner.
- Never swear or use abusive language.
- Wear school uniform.
- Respect themselves and other people.

#### 3 Golden Rules:

We expect the children to all follow the following 3 rules, both inside and outside of school:

- To **respect** everyone and everything.
- To keep everyone **safe**.
- To be **caring** to everyone and everything.

#### Behaviour and Achievement

Our intention is that all pupils should be encouraged to make the best of themselves, be responsible and use their individual talents to the full, whatever they may be. We expect pupils to take a pride in their work, their personal appearance and their school. By displaying the proper consideration to our pupils, we anticipate that they will learn consideration for others and develop a sense of responsibility and achieve high standards.

In order to maintain high standards we expect that all staff, pupils and their parents make a positive contribution and take collective responsibility for maintaining these high standards. All staff have received 'Trauma and Mental Health Informed Schools' training and use these

methods to deescalate and investigate situations. This training is part of any new staff induction.

It is an expectation that all members of staff, when dealing with incidents of poor behaviour, give all pupils involved the opportunity to explain what happened. No assumptions should be made and adequate time must be given to resolve the problem. Only then can the correct action be decided upon. We understand that unwanted behaviour is a form of communication and therefore dedicate time to understand what each child is trying to communicate and to support them in their emotional development and in finding more appropriate means of communicating this in the future.

### **Good Routines**

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day.

This includes:

- The learning environment – tidy, interactive, stimulating and celebratory Managing and supporting positive behaviour policy.
- Classroom organisation – so that the basic needs are met and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the academy – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

### **Staff Responsibilities**

#### **All staff:**

1. Ensure that there are good routines (see above)
2. Ensure that you are consistent, friendly and professional at all times.
3. Remain calm.
4. Aim to be positive at all times by seeking out and rewarding the good.
5. Regularly discuss the Bugle B's and why they are important.
6. Explain that certain behaviours are not acceptable using the TIS (WINE) approach.
7. Be consistent about praise and rewards as well as positive behaviour.
8. Be aware of individual rewards.

#### **Playtime and Lunchtime staff**

As above, plus

1. Be active and engaging with the children.
2. Be aware of the main problem areas (places, times and individual children.)
3. Be active in your supervision.
4. Aim to return the children to class in a calm and orderly manner so that they are ready to learn.

#### **Classroom staff**

As above, plus

1. Operate the school's reward system
2. Support playtime and lunchtime staff.

## **Senior Leadership Team**

As for 'All staff', plus

1. Support the staff in the implementation of the policy.
2. Attend the key meetings where required.
3. Monitor the effectiveness of the policy through consultation with the key stakeholders and rigorous self-evaluation.
4. Take prompt and decisive action to deal with areas for development.

## **Bullying**

We believe it is a basic entitlement of all pupils at Bugle School that they receive an education free from humiliation, oppression and abuse. Parents should feel entitled to feel confident that their children will be protected from bullies at school (see separate anti-bullying policy).

## **Obscene Language and Defiance**

Parents of children who swear at staff in direct defiance or absolutely refuse to do as they are asked will be telephoned and asked to discuss the matter with the Headteacher as soon as possible. In these circumstances the parent will be asked to escort the child from the premises returning them the following day when the child is ready to act in the manner expected. The school has an inclusion policy but acts of open defiance, obscene language and violence will not be tolerated.

Staff at the school have the right to be treated in the same manner as parents and pupils expect to be treated. The governing body and Headteacher will take appropriate action if staff are threatened or sworn at.

It is very important that all parents/adults on the school site behave appropriately. Any concerns or worries should be shared with the staff and not with individual pupils/parents.

## **Behaviour for Learning System**

All classes will have the new behaviour for learning headings displayed in their class. Each child will have their own name tag. They will start each session on the 'Ready to Learn' section. Children's names will be moved fluidly through the system when the show both positive and negative behaviours.

The children will be given the opportunity to change negative behaviours with the support of an adult and without public shaming. Their behaviour will be celebrated when they move up the system.

Sanctions and rewards will be given at the end of a session with everyone returning to green at the start of the session.

### **Escalation Responses:**

#### **Low level disruption (talking over an adult, shouting out, being rude.)**

Children would move from their current level down 1.

#### **How might we speak to them?**

"Remember how we behave when being **respectful**... listening to an adult, sitting in assembly, lining up for lunch.

"I have noticed that you are finding it hard to focus..."

"I have noticed that you are becoming distracted in this lesson... would you like to... go and get a drink, move to a different space, turn your chair around so that you are being **respectful** to the adult and other members of the class."

#### **Persistent low-level disruption, answering back or rudeness towards an adult, use of aggression towards and adult or child**

Children may then move down an additional level, or, if deemed appropriate, they move down two.

"That behaviour is not acceptable, please begin to show me... a good attitude towards your learning, super focus..."

#### **Fighting, Swearing, physical contact**

- A serious violent incident
- An act of bullying



- Use of a racial slur
- Lying to an adult
- An act of severe defiance

Move the name directly to the parent contact section. This may need to be escalated to the SLT.

Parents will be called in at the end of the day (Or called if they go via Taxi or Bus) and a parent discussion form will be completed. If the act of violence was towards an adult or child, it should be noted on My Concern and AssessNet.

The 'parent contact' section should be the last action that you take when dealing with behaviour – the aim is to deescalate the situation, calm the child, **fully investigate** and ensure that all sides have been heard.

It is important to accurately record the name of the child and the behaviour that was displayed on the Behaviour Report form. This will allow teachers and Senior Leaders to investigate behaviour patterns and discuss issues with parents with an accurate picture.

It is key to remember that all behaviour is a form of communication.

### **In the Playground**

The **member of staff on duty** is directly responsible for pupils' behaviour. Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problems solving situations successfully.

### **Lunchtimes:**

Lunchtime staff are responsible for monitoring the behaviours of children at all times. Every lunchtime there will be a **DUTY TEACHER (12:30pm-1:00pm)**, they will be an extra adult to support the positive behaviours of the children in the playground.

There is a clear Yellow Card and Red Card system.

Following an incident in the playground, if at lunchtime, conduct the following:

1. Investigate fully with all children involved.
2. If a minor incident, apologies must be given and a sanction such as being removed from play for a short period to stand by an adult or at the edge of the playground, will suffice. If the action was deliberate it will then need to be recorded in the class behaviour log.
3. If a more serious incident, it needs to be referred to the SLT to ensure full investigation has been conducted and then appropriate sanctions put in place.

This must then be logged in the class behaviour log and the class teacher notified. They may then wish to issue a Yellow or Red card.

### **Yellow cards:**

They might be issued for the following reasons:

- Repeatedly, not following a clear instruction from an adult.
- Deliberately being unkind to another child.
- Not keeping themselves or others safe
- An accidental incident which may have involved some form of unnecessary physical contact.

### **Red Cards:**

- A serious violent incident
- An act of bullying
- Use of a racial slur
- Lying to an adult
- An act of severe defiance

### **Red Card Reflections:**

The adult who issues the Red Card will be responsible for investigating and working with the child to have a restorative conversation where the child feels that they have been heard and they understand how they must behave moving forwards. There will be a clear script provided for the adult to follow, to ensure we are consistent and fair with this approach. This will be monitored by the SLT.

More serious incidents, including any concerns regarding racial or bullying incidents, must immediately be referred to the Duty Teacher and the class teacher. They will make the decision to refer the matter to the appropriate member of the management team depending on the seriousness of the incident. Serious matters are instantly fast tracked to the Lead Teacher or Head of School.

### **Red Card Reflection Script:**

Talk to me about what happened:

Which of our 3 Golden Rules weren't you following? Which key word did we not follow?

What behaviour would you be showing if you had followed that rule?

Because you have not followed this rule correctly you will now:

- Have a time out period stood next to an adult in the playground.
- Sit on the bench for a period of ... minutes where you will not be able to talk to others. If you do your time will start again.
- Go to the Head of School, we will be contacting your parents to explain the behaviours that you have shown.

**The adult who is completing the restorative conversation must then record the incident in the behaviour log. Please ensure that you make a note that this is a lunchtime incident.**

## **Sanctions**

The Code of Behaviour provides the framework required to maintain a secure and stable learning environment at all times.

Pupils, staff and parents should clearly understand the consequences of pupils breaking the Code of Behaviour. We will try to avoid the use of group sanctions.

There are a range of sanctions that may be invoked if the Code of Behaviour is broken:

- verbal reminder;
- staying in at playtime or lunchtime to complete unfinished work;
- home/school book or daily behaviour report card introduced in consultation with parents;
- parents will be required to see class teacher/headteacher;
- fixed term exclusion;
- permanent exclusion.

Behaviour to be recorded in their behaviour logs:

These behaviour logs will move up with the class and will be a continuous ongoing record.

Serious offences will be discussed with the teacher, Headteacher, and the child's parent(s). The school has high expectations with regard to behaviour and will not fail to act in the case of serious breaches of the code. Parents will always be consulted over behaviour issues, as it is they who are the child's first and enduring teachers. As parents you play a crucial role in helping your child learn. Children achieve more when schools and parents work together.

## **Rewards**

We believe that rewards are more effective than sanctions in promoting good behaviour and high achievement. We try to make the sanction reflect the nature of the misdemeanour. We try to ensure that the children know exactly why they are being sanctioned and help them develop strategies to modify their behaviour.

House points are awarded for:-

- Quality work;
- Outstanding effort or achievement;
- Good progress;
- Positive attitude or actions;
- Initiative.
- Random acts of kindness

Each Friday, at Achievement Assembly, we celebrate the success of individuals or groups who have worked particularly hard. The certificates will focus on the pupils who have been:

-Respectful  
-Caring  
-Safe

Raffle tickets will be rewarded for children who read the Star Student section of the chart. They will then be in with the chance to win a daily prize and a half termly prize.

## **EMOTIONAL DEVELOPMENT AND RELATIONSHIPS**

All staff have received Trauma and Mental Health Informed Schools training which emphasises the importance of positive relationships in overcoming challenging situations. Bugle School is committed to employing practices which Protect, Relate, Regulate and Reflect.

### **Protect**

- Increased 'safety cues' in all aspects of the school day, e.g. meet and greet, positive communication starts to each day.
- Staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious which is proven to reduce anxiety and fight/flight/freeze responses.
- Staff ensure that interactions are socially engaging.
- Whole school commitment to use calm voices that change in tone and pitch and positive comments when communicating.
- Staff will interactively repair with a child after time of ruptured communication.
- All children have access to an emotionally available adult. Some children are allowed access to a specific adult when required.
- Staff adjust expectations of vulnerable children to correspond with their emotional development level to avoid 'triggering' an emotional response to a situation.
- Culture of nurture ensuring that children feel truly valued and emotionally regulated enough to be able to interact in a socially engaging way throughout the school day.

### **Relate**

- Whole school commitment to enabling children to see themselves, their relationships and the world more positively.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to move towards 'trust' and 'help-seeking'.

### **Regulate**

- Implementation of interventions designed to bring down stress hormone levels, enabling children to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions support and repair through play and enriched adult-child interactions.
- Emotional well-being and regulating of staff is treated as a high-priority.

### **Reflect**

- Staff trained in good listening, dialogue, empathy and understanding.



- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with children in order to empower children to better manage situations.
- PSHE on mental health, mental ill-health, relationship health, family and how to do well in life enables children to make informed choices about how they relate to others and how they treat their bodies, brains and minds.
- Vulnerable children are provided with specific opportunities to explore painful life experiences. Staff trained to help children to move from 'behaving' their experiences, to reflecting on them through empathic conversations.

### **Exclusions (General)**

Only the Head of School has the power to exclude a child from the academy. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently. Before taking such a step, the Head of School will have taken advice from, as appropriate: Hub Councillors, Aspire Board, the Education Welfare Service, Educational Psychological Service and any other relevant professionals.

If the Head of School excludes a child, he will inform the parents immediately in writing, giving reasons for the exclusion. At the same time, the Head of School will make it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.

The Head of School will inform the Local Authority (L.A.) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School.

A child may be excluded from school by the Head of School for a number of reasons, and for anything from a half-day to permanently. Bugle School will adhere to the guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012' which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

### **Fixed Term Exclusions**

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child may be excluded for a fixed term.

A fixed term period can be for half a day, up to five days. The length of the fixed term exclusion will be dependent upon the reasons for the exclusion.

Reasons for fixed term exclusion may include persistent low level unacceptable behaviours as defined above, or one or more incidents of serious unacceptable behaviours as defined above. It is likely that a combination of the above will contribute to exclusion.

Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions and discuss the terms upon which the fixed term exclusion must be followed. This will be provided in writing.

Parents will be invited to attend a re-integration meeting at school before the end of the period of fixed term exclusion to discuss the terms under which the child will be re-integrated back into school and any steps required to facilitate this return (e.g. phased return, reduced timetable, modification to Individual Behaviour Plan, etc)

### **Permanent Exclusions**

Permanent exclusion will only be used as a last resort after all other options and sources of advice and support have been exhausted, in response to

- a serious unacceptable breach, or persistent low-level breaches, of the school's behaviour policy; and,
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.

Before deciding to exclude, Bugle School will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Updated Autumn 2020

To be reviewed Summer 2020

## **Behaviour Policy Amendment in response to COVID 19 (1<sup>st</sup> June - 24<sup>th</sup> July 2020)**

### **All pupils who attend the setting Nursery – Yr6**

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy and will take effect from June 1<sup>st</sup> 2020 until the end of this academic year.

All staff are expected to teach and model the new behaviour expectations and any systems in place to support them.

A zero-tolerance approach to any instances of poor behaviour will be in place to support the safety and the learning of all pupils in school during this time.

### **Routines and Structures:**

We will continue to follow the schools established system for managing behaviour with children using the tiered system to show when they are 'ready to learn', exceeding the teachers expectations by 'making positive choices' and being a 'role model' to others. They will also move their name down when they do not make effective choices and will move onto amber and red cards, based on their actions.

There will be significant changes to the beginning and the end of the school day. This will include staggered starts and finishes to the day. Some children will be dropped off to unfamiliar classrooms, with unfamiliar adults. Adaptions should be made to support the behaviours and needs of individual children.

High expectations should be modelled to pupils on how to move around the school building and how to adhere to social distancing measures. Social stories and clear posters and information will be used to support the children. Teachers will adapt the way they meet and greet their children to factor in the 'no physical touch approaches.' See the poster below outlining these new approaches.

We will continue to follow the TIS approaches to talking with children and the opportunities for children to discuss and reflect on their actions and behaviours.

### **Adaptions to strategies**

The following strategies will not be able to be employed by the teacher when managing dysregulation:

- Time out of class – This could cause children coming into contact with additional pods. Where possible restorative conversations should occur in the classroom and with a trusted adult. Reduced class sizes should make this achievable.
- Sending children to a different classroom – children must remain in their class pods. They must not be sent to different classrooms. SLT members will continue to support the children and the teacher, however, social distancing procedures will be in place.

### **Health and safety expectations:**

Social stories will be shared with the pupils to allow children and parents to see how school may differ from how it was previously. This will be used as a reference point for children and adults when have restorative conversations. The language used will be supportive and help the child to understand the consequences of their behaviour

### Team Teach

Ongoing dynamic risk assessments will be made of children who are returning to the school setting. Children who are at risk of requiring this technique will need to have a phased return to ensure that an effective transition back into school routines are established. **if a child is in danger or is putting others in danger then our response needs to be reasonable, proportionate, and necessary. Therefore, at times Team Teach will be necessary – Safeguarding is the priority.**

### COVID Updates to the School Behaviour policy

If pupils display any of the following behaviours, they will receive the indicated sanction

Behaviour	Action	Sanction
Deliberately not following school instructions on hygiene, such as handwashing and sanitising	Adults to model and more closely supervise.  Parents informed	Should this become persistent then discussions will be had with parents which may result in children being sent home for rest of day
Deliberately running away from adults to access out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances	Adults to explain the reasoning and de-escalate using appropriate strategies.  Parents informed	Should this become persistent then sent home for rest of day
Deliberately not following designated routes around school	Adults model correct movement around the school.	Should this become persistent then discussions will be had with parents which may result in children being sent home for rest of day
Deliberately spitting	Remove other children and adults to a safe distance.  Contact the parents of the child and the child who has been spat at.	Sent home. Discussions held with the parents on how to reintegrate the pupil and safeguard the adults and children in the class.  Risk assessment drawn up for the child.
Deliberately coughing in the direction of other pupils and/or adults	Remove other children and adults to a safe distance.  Contact the parents of the	Discussions held with the parents on how to reintegrate the pupil and safeguard the adults and

	child and the child who has been coughed at.	children in the class.  Risk assessment drawn up for the child.
Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a pupil saying, "Your mum has coronavirus."	Explain to the child why what they have done is inappropriate.  Contact parents.  Speak to the child who has been affected.  Contact their parents.	Should this become persistent then parents will be asked to attend. A behaviour plan will then be written to support the child.

As some of the strategies we use for de-escalation and behaviour management cannot be used in the current circumstances, an individual risk assessment will be made for a child based on the following:

- If they have an individual behaviour or communication plan
- If the school deems it to be necessary due to behaviour of the pupil before lockdown

The risk assessment will be discussed and agreed with parents prior to returning. Where it is deemed that a child is too high a risk to come into school and keep themselves and others safe, the school will work with the parents and child to support a gradual transition into school at an appropriate time when routines have been established at school.

Amendments made May 2020



### 3 Golden Rules

To **respect** everyone and everything in our school.



To keep everyone in our school **safe**.



To be **caring** to everyone and everything.

