



## BUGLE SCHOOL

### BEHAVIOUR AND ACHIEVEMENT POLICY

#### Aim of the School:

At Bugle School our aim is to promote a fully inclusive partnership (staff, parents, hub councillors 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 3 golden rules and why they are important.
6. Explain that certain behaviours are not acceptable using the TIS (WINE) approach.
7. Be consistent with the use of sanctions and apply them fairly.

#### **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).

## 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 they 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.



Steps	Action
1 <b>Redirection</b>	<p>Gentle encouragement to change the unwanted behaviour to one that we expect to see. For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing.</p> <p><b>If the behaviour continues move to step 2.</b></p>
2 <b>Reminder.</b>	<p>A reminder of the expectations Caring, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you."</p> <p><b>If the behaviour continues move to step 3.</b></p>
3 <b>Caution</b>	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "Talking over an adult is not being respectful therefore I am moving your name down. I would like to see your eyes and ears this way, thank you."</p>
4 <b>Time with</b>	<p>Speak to the learner privately for 5-10 minutes during their break or lunch time and give them a final opportunity to modify their behaviour.</p> <p>It is imperative that this is conducted with the class teacher using the language to positively phrase the discussion and explain how to change the behaviour. E.g. "It is important to be respectful to the person speaking, you can do this by looking and listening carefully. This will ensure that you understand how to complete your learning and be successful. I will be watching closely after break to spot you doing the right thing at the right time!"</p> <p><b>If the behaviour continues move to step 5</b></p>
5 <b>Phone call (Class teacher)</b>	<p>Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in their behaviour file using ABC/behaviour log sheets. <b>SLT involved</b></p>
6 <b>Formal Meeting</b>	<p>A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on Arbor/Parent discussion forms if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.</p>
<b>Exception</b>  <b>Immediate response</b>	<p>When certain gross misbehaviour has occurred towards pupils and adults, an <b>immediate response</b> is necessary, such as:-</p> <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Bullying</li> <li>• Derogatory behaviour such as racist, homophobic or non-inclusive</li> <li>• Bad language directed at an adult</li> <li>• Defiance</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Damaging property</li><li>• Hurting others with deliberate intent</li></ul> |
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In these cases, the incident will **immediately** be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.

### **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.

### **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.

### **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 Spring 2021

To be reviewed Spring 2022



### 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.



