



POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY (Including EYFS)

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THIS POLICY IS REVIEWED ON AN ANNUAL BASIS Please note: 'School' **refers to Buttercup School**; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

Scope

This policy applies to all pupils, parents and staff at Buttercup Primary school, including Early Years (EYFS). It has been written with due regard to the DfE Behaviour in Schools Guidance (2022), The EYFS Framework (2020) and The Equality Act (2010).

This policy has been written with due regard to the duty of proprietors, under Section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard, and learning is optimised.

Corporal punishment is not permitted at Buttercup Primary School, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Ethos Appendix 2 for some of the ways in which good behaviour is rewarded and what sanctions there are for misbehaviour.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, Screening, Searching and Confiscating Policy and Disability Policies.

Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.

- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.

Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

Proprietors are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity
- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement, and implementation of this policy
- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour
- Developing an understanding of this policy and reinforcing it at home, as appropriate
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, assemblies, circle time, visiting speakers and annual events.

Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g.items banned from school, such as mobile phones.)
- Items to be destroyed (E.g., Pornography, tobacco, alcohol)
- Items to be handed to the police (E.g.banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the [Screening, Searching and Confiscating Policy](#). Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

Banned Items

The following items must not be brought into school:-

- mobile phones,
- certain toys (in line with current restrictions)
- tobacco products, alcohol

Reporting and Recording

Details of behavioural incidents are reported to the Head / Deputy Head and recorded on a behaviour log. The Deputy Head monitors these logs for patterns, trends, and other matters of concern, reporting regularly to the SLT.

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are:

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time

out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations/tests
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school;
- (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.

Fixed Term and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the Deputy headteacher. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or because of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place, the parents will be notified immediately, followed by a letter. This will detail the following:

- length of exclusion and whether it is temporary or permanent
- reasons for the exclusion
- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head. For more information, see the complaints policy.
- the student will be given work to do at home for the duration of any exclusion.

Behavioural Incidents away from the school premises

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive at least annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

Liaison with Parents, other Agencies and Schools

- the school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority) to gain advice or to work in tandem to provide the best support for a pupil
- when pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives
- the policy is always available on the school website
- the policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Transition

The school is aware that points of transition into and from the school, as well as moving up between different key stages of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These

include:

- Induction days for new pupils
- 'Transition' days for current pupils
- handover meetings between class teachers
- 'Meet the teacher' and new parent/pupil events
- Buddy systems
- liaison with secondary schools, including participation in induction events.
- Parent meetings to meet the teacher/team and see the class

Pupil Support

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.

Child-on-child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent child-on-child abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur. For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's [Respectful School Communities Toolkit](#) is a useful resource in this context.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect, and dignity. Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude

or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document ['Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#).

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring and Evaluating School Behaviour

The school has developed detailed strategies for gathering data on behaviour and behaviour management. This is monitored by Head / Deputy Head with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to proprietors. The capture and analysis of data includes:

- behaviour incident data, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the school's leadership team/SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

Risk assessments

We put a risk assessment in place if a child were to either put themselves or other children's safety at risk. This outlines the risk factors preventative strategies and a plan of action in place if they were to occur during the day.

Accident Book (kept in the school office)

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- Members of staff fill in the accident report to parents.

DDA incidents

The school has an agreed approach to:

1. Bullying incidents (please refer to Anti-Bullying Policy)
2. Racist incidents (please refer to Race Equality and Equal Opportunities policies)

Home school Agreement

The Home School Agreement explains Buttercup Primary School's responsibility and those of the Pupils, Parents/Carers and Teachers who are asked to sign the agreement, indicating that they understand and accept its contents.

Parents/Carers can help more effectively if they know what the school is trying to achieve and how they can help.

The Role of the Proprietors

The Proprietorial body should review the Behaviour Policy on a regular basis.

1. The Proprietors should support the Head Teacher and staff in maintaining high standards of discipline.
2. The Proprietors needs to monitor the number of exclusions and appoint an exclusion panel of three or five members, when necessary.
3. In the case of permanent exclusions, the exclusions panel must hold a meeting within 15 school days from the date of the exclusion, to review the Head Teacher's decision. The Parents/Carers and pupil concerned should be invited to this meeting, to which they can make written and/or oral presentation. Any written representation and all documentation from the Head Teacher must be made available to all parties before the meeting.
4. Proprietors can direct reinstatement.

Appendix 1 – School Vision and Aims

Our vision is to develop a Muslim generation capable of analytical and critical thinking who become Muslims by conviction and who will strive to fulfil their role positively and proudly in multicultural Britain alongside others.

Our excellent facilities and resources develop enjoyment and pleasure in learning and promote the personal development of our pupils both spiritually and socially to become well-rounded individuals who are able to make a valuable contribution to Society.

As well as the vision statement, the school lists a number of aims. These include for the children to:

- Develop knowledge and skills through an exciting and creative curriculum which fosters a lasting enjoyment of learning.
- Provide a distinctively Islamic environment within which children feel safe and happy and where faith, respect, honesty, trust, and love are valued and actively promoted within everyday learning opportunities.
- Show respect and empathy towards others, enabling them to make positive relationships with a wide range of people.
- Celebrate success, promote a “can do” attitude and inspire each to achieve the best.
- Allow pupils to develop confidence through a range of activities in a safe environment.
- Tackling poverty and intolerance.
- Care and respect for people and the environment in a context of social, moral, multi-cultural spiritual awareness, in developing in sensitivity to other peoples needs and point of view.
- To recognise, support and celebrate achievements, of both the creative / technological skills and academic learning as equal outcomes as we recognise society as work force has roles for all.

Appendix 2

Rewards

Children respond to praise. They appreciate and learn from a sense of fairness and justice. It is our duty to offer positive role-models and to demonstrate high standards for ourselves and the pupils we teach.

All good behaviour should be recognised and valued by all pupils and staff. Any member of staff who notices a pupil or pupils behaving in a thoughtful, caring, or sensible manner will give praise and reward them with house points.

Quiet praise from an adult to a pupil who demonstrates improvement from previously unacceptable behaviour can be a powerful motivation to maintain improvement.

Good work and behaviour is rewarded by a variety of measures which might include:

- Praise
- House Points
- Opportunity to tell/show Head Teacher/Deputy Head/other staff
- Stickers/stars/smiley faces
- Certificates e.g. for good behaviour at lunchtime.
- 'Classroom monitors – e.g. in charge of register
- Extra play in playground
- Reward note
- Star of the week
- Head Teacher Award
- Class & house trophies
- Tea party with SLT

Sanctions

In order for learning to take place in the school, disruptive behaviour must be managed and kept to a minimum. The Behaviour Traffic is used to show children what is expected of them and is followed in order to ensure consistency across the school (appendix 1)

- No corporate punishment will be given at school
- Sanctions will be amended, accordingly with children's needs if on any plans relating to the SEND Policy

Behaviour Modification

Class Management – Whole Class

- Use of the behaviour traffic chart
- EYFS : Weather chart system, cloud, sun and star, this replicates the traffic light system in a more visual way.
- Control seating arrangements and do not let challenging children sit together
- Lessons are most successful when there is an overall theme with clear learning objectives and success criteria which are shared with children
- Negotiate simple rules and routines with children that can help minimise disruptive behaviour
- Remind the class of these regularly
- Introduce the task with clear explanations
- Check pupils' understanding through verbal feedback

- Vary activities
- Make it more rewarding for pupils to do the work than to avoid it
- Pace the lesson and keep it moving
- Be aware that some activities may not suit certain classroom conditions, for example, pair and group activities can rarely be done silently
- Ensure that there is a high probability of pupils achieving the proposed outcomes
- Make sure all rules and routines are clear and explicit
- Keep an attractive and tidy classroom using interesting wall displays, preferably including pupil's work
- Make sure work is regularly marked and accompanied by verbal feedback, if necessary
- Allow time for lessons to finish in an orderly manner
- Use PSHE lessons and circle time to promote good relationships with children; they are less likely to want to let you down
- If you enjoy what you are doing, then it is likely that the children will too!

Dealing with unwanted behaviour

Marking the limits of acceptable behaviour

- Have in mind the behaviour you are looking for and communicate this clearly. Make it clear which behaviours are not acceptable
- Negotiate simple rules with your class
- Know how to reward systematically the appropriate behaviour of pupils and sanction inappropriate behaviours

Dealing with situations

- Have strategies prepared to cope with a situation when pupils misbehave. These should be levelled (as with the behaviour traffic so that the less serious instances of misbehaviour are treated differently from the serious ones. Traffic yellow cards x3 in a day will result to red card. 2 red cards requires a parent meeting. Always be prepared to carry these out.
- Poor behaviour is often seeking negative attention – ignoring such behaviour may stop it occurring
- Early interventions are generally more effective than later ones
- Isolate pupils if necessary. A staged approach could be used i.e., ignoring, warning of isolation, then isolation for a period

Playtimes/Lunchtimes

Minor problems to be dealt with by:

- Talking to the child, discuss what happened
- Walk around holding an adult's hand
- Moving child to another part of the playground
- Time out (sitting on bench or by wall with staff)
- Use 3 warning system followed by all staff
- Inform class teacher / Deputy at the end of play
- Deputy logging behaviour, in monthly sporadic monitoring

Serious problems:

- Send to Head Teacher/Deputy Head/Leadership Team

Ongoing Concerns

1. Is the child on the Special Needs Register?
 - a) Yes. Refer to EHCP, Personal Education Plan
 - b) No. Discuss with Deputy Head, parents and inform Head Teacher. Share concerns in Year Group Meeting.
2. Set up strategies with the parents

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Racial abuse
- Assault
- Defiant refusal
- Absconding
- Persistent bullying

Children exhibiting these behaviours are referred directly to the Head Teacher, Deputy Head, or a member of the Leadership Team.

Staff will record both positive and negative behaviour and enter the information into the class behaviour log.

Staff will speak to parents at home time to inform them that their child has received a 1st red card. The table in the following pages provides more details as to the behaviour traffic light system.

Formal Procedure

	Formal Procedure	<ul style="list-style-type: none"> • Child permanently excluded • Child placed on fixed term exclusion • Child excluded for a whole day • Child excluded for half a day 	<ul style="list-style-type: none"> • Violent behaviour towards adults • Violent behaviour towards other pupils Kicking/Scratching/ biting • Fighting • Defacing school property • Throwing large missiles e.g. chairs • Noncompliance
	Letter sent home to parents AP 4	<p>2nd, Red Meeting with Deputy Head Teacher and targets and support plan will be set with a time frame</p> <p>3rd Red Repeated offence, (if all avenues of sanctions has been exhausted): Parent & Child Meeting with the Head Teacher – Upon noncompliance formal procedures will initiate.</p>	<ul style="list-style-type: none"> • Stealing Bullying/racism • Non-compliance with adults repeated offence of <p>Repeated offence Noncompliance</p>
	Miss playtime, time out to think & undertake indoor duty. AP:2	<p>1st Red (If offence is repeated within the half term then commence to 2nd & 3rd red) verbal feedback given to parents during home time</p>	<ul style="list-style-type: none"> • Name calling (more serious) Hiding other peoples' belongings Lying • Refusing to co-operate/arguing Running around the classroom Swearing • Being rude to an adult Hitting • Leaving the classroom without permission
		<p>1st Yellow (If offence is repeated then commence to 2nd & 3rd Yellow 3 yellows= 1 Red in a day)</p> <p>Verbal warning (If offence is repeated then commence to 1st Yellow)</p>	<ul style="list-style-type: none"> • Name calling (minor) Being rude disturbing pushing others Snatching • Drawing/writing on another child's work • Throwing small missiles e.g. paper/erasers • Talking when teacher is speaking • Not finishing work • Not stopping when asked Not lining up correctly • Not moving around school quietly • Not joining in with your group • Moving or getting up when not supposed to • Playing with friend's hair • Chatting • Making silly noises Fidgeting • Kneeling up • Pulling Velcro on shoes Tapping with rulers / objects • Fidgeting on the chair • Shouting out
		Green expected behaviour	

Reflection Sheet

Name		Class		Date	
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What did you do that was wrong?

Why do you think that was wrong?

What steps are you going to take in the future to ensure that this does not happen again?

1.

2.



GOOD NEWS

Asalam Alaikum Wa Rahamatulahi Wa Barakatu
Dear Parents/ Guardians of

We are writing to let you know that your child has received five gold stars this term. This means that they have shown great attitude and effort towards their learning. We are very proud of them, and we hope you are too.

Keep up the fantastic work!

Jazak Allah Khair

Miss Zara and Miss Shaheda

Classroom Behaviour

Date:

Dear Parent/Carer,

Name of child		Class	
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I am sorry to inform you that I had problems with your child's behaviour today.

They were disruptive in class by: _____

I gave them the opportunity to change their behaviour by following the behaviour traffic system in school.

Please discuss your child's behaviour with them at home and return the slip below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

✂-----

BUTTERCUP PRIMARY SCHOOL – CLASSROOM BEHAVIOUS LETTER

I have received the Behaviour Letter:

Name of child				Class	
Signed Parent / guardian:		Print Name:		Date:	

Concerning Behaviour

Date

Assalaamua'laikum wa rahmatullahi wa barakaatuhu

Dear Parents/Carers,

I am writing to inform you that your child:

Name of child		Class	
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☐ Has repeatedly not followed instructions

☐ Has repeatedly been disruptive in class

☐ Has been rude to:

☐ an adult/

☐ a child / children

☐ Has been aggressive physically by

☐ Has been aggressive verbally by _

The following action has been taken:

☐ The matter was referred to the

☐ Deputy /

☐ Assistant / Head Teacher

☐ They will / have missed part of their lunch / break

☐ They will / have missed their whole lunch / break

☐ Any other comments

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Please discuss your child's behaviour with them, sign the slip and return to school.

Remember that three such letters in one term will result in Parents being called into school to discuss behaviour which may result in your child missing their breaks for a week or exclusion.

Yours sincerely

Jazaakumullahu khair

Zara Rahman

Headteacher

Email: info@buttercupprimary.co.uk

✂-----

BUTTERCUPPRIMARY SCHOOL – CONCERNING BEHAVIOUS LETTER

I have received the Behaviour Letter:

Name of child		Class	
Signed Parent / guardian:		Print Name:	Date:

Pupils exhibiting challenging behaviour: Risk assessment

GENERAL INFORMATION	
PUPIL'S NAME	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	

Verbal aggression

E.g. regular angry outbursts or shouting, swearing or being very argumentative.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	For example: <ul style="list-style-type: none">• Causes distress and/or anxiety in pupils and/or staff• Could turn into physical aggression
Who is affected by the risk?	For example: <ul style="list-style-type: none">• Other pupils• Staff• Wider school community

ASSESSMENT OF RISK

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: <ul style="list-style-type: none">• Being asked to do something by a member of staff• Being told 'no'• Working with a particular pupil/group of pupils
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited verbal aggression on many occasions when being asked to do something by a member of staff, presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example, if verbal aggression has the potential to turn into physical aggression, it could be: <ul style="list-style-type: none">• Pupils in close proximity• The class teacher• Staff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	For example: <ul style="list-style-type: none">• Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggression• Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention or counselling? How long-lasting would the impact be?

RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<p>For example:</p> <ul style="list-style-type: none"> • Being aware of the triggers • Setting clear boundaries for what is acceptable and what isn't 	<p>For example:</p> <ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan 	<p>For example:</p> <ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil does not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<p>For example:</p> <ul style="list-style-type: none"> • Time out for the pupil in a safe, calm area • Moving the pupil to a quiet area in the classroom 	<p>For example:</p> <ul style="list-style-type: none"> • The change of scenery may help the pupil calm down • There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down 	<p>For example:</p> <ul style="list-style-type: none"> • If the time out area is outside of the classroom, there would need to be a member of staff to supervise • It may be difficult to find space for a quiet area in the classroom
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	<p>For example:</p> <ul style="list-style-type: none"> • Removing the pupil from class to calm down • Withdrawal of attention or the use of a distractor 	<p>For example:</p> <ul style="list-style-type: none"> • Prevents other pupils from being in close proximity • Can be an effective way to step in without using reasonable force or physical restraint 	<p>For example:</p> <ul style="list-style-type: none"> • Requires a safe space and a member of staff to be with the pupil • May not be effective with all pupils

Physical aggression

E.g. frequently hitting, biting or kicking others or hair pulling.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	For example: <ul style="list-style-type: none">• Causes injury or harm• Leads to anxiety in pupils and/or staff
Who is affected by the risk?	For example: <ul style="list-style-type: none">• Other pupils• Members of staff• Wider school community

ASSESSMENT OF RISK

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: <ul style="list-style-type: none">• Being told 'no'• Disagreements with another pupil
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example: <ul style="list-style-type: none">• Anyone triggering the behaviour – e.g. the class teacher who told the pupil 'no'• Pupils or staff in close proximity• The pupil themselves
What kinds of injuries or harm are likely to occur?	For example: <ul style="list-style-type: none">• Physical injuries, such as cuts, bruises or concussion• Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
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RISK REDUCTION			
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: <ul style="list-style-type: none"> • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't 	For example: <ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan 	For example: <ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: <ul style="list-style-type: none"> • Removing the pupil from class to calm down 	For example: <ul style="list-style-type: none"> • Prevents other pupils from being in close proximity 	For example: <ul style="list-style-type: none"> • May require the use of reasonable force which poses a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: <ul style="list-style-type: none"> • Reasonable force or physical restraint where necessary 	For example: <ul style="list-style-type: none"> • May be the only option to step in and keep other pupils and/or staff safe 	For example: <ul style="list-style-type: none"> • Poses a risk to the pupil or member of staff

Destructiveness

E.g. deliberately damaging school property or the property of pupils and/or staff.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	<p>For example:</p> <ul style="list-style-type: none"> • High-value property (e.g. IT equipment) is damaged • Causes distress for pupils and/or staff • Causes harm or injury to pupils and/or staff in close proximity • Pupil may injure or harm themselves (e.g. if they smash a window they may injure themselves)
Who is affected by the risk?	<p>For example:</p> <ul style="list-style-type: none"> • Other pupils • The pupil themselves • Staff members • Wider school community - for example, the parents of the pupil whose property has been damaged

ASSESSMENT OF RISK

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g. in retaliation to being told off.
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	<p>For example:</p> <ul style="list-style-type: none"> • Pupils or staff in close proximity • The pupil themselves
What kinds of injuries or harm are likely to occur?	<p>For example:</p> <ul style="list-style-type: none"> • Physical injuries, such as cuts, bruises or concussion • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	<p>Would those affected require medical attention?</p> <p>How long-lasting would the impact be?</p>

RISK REDUCTION

TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
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RISK REDUCTION

Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<p>For example:</p> <ul style="list-style-type: none"> • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't 	<p>For example:</p> <ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan 	<p>For example:</p> <ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<p>For example:</p> <ul style="list-style-type: none"> • Removing the pupil from class to calm down 	<p>For example:</p> <ul style="list-style-type: none"> • Provides a change of scenery that may help diffuse the pupil's behaviour 	<p>For example:</p> <ul style="list-style-type: none"> • May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	<p>For example:</p> <ul style="list-style-type: none"> • Reasonable force or physical restraint where necessary 	<p>For example:</p> <ul style="list-style-type: none"> • May be the only way for a member of staff to step in and prevent injury or harm 	<p>For example:</p> <ul style="list-style-type: none"> • Can put the member of staff stepping in at risk