Western Road Community Primary School

Behaviour Policy

Date: September 2021

Document summary

This policy should be read in conjunction with the following:

- Staff Code of Conduct Policy, which sets out expectations for behaviour for all adults working in our school
- Staff Handbook
- Anti-Bullying Policy
- ESCC Restrictive Physical Intervention/Use of Reasonable Force Guidance (ISEND)
- Online Safety
- Parent and Carer Handbook (September 2021)

This policy was produced following consultation with pupils, parents and carers, staff and Governors. All stakeholders will be consulted prior to any revisions and prior to the policy being reissued in the future.

Rational and purpose

This policy will help the school to:

- provide a lively and active learning environment in which pupils can acquire the necessary knowledge, concepts, skills and attitudes to be well prepared for the challenges and opportunities that meet them;
- enable our pupils to reach their full potential;
- develop respect for and tolerance of all peoples and cultures and encourage co-operation and kindness between individuals;
- provide a moral framework in which pupils learn and understand the basic ideas of right and wrong;
- foster positive self-images in pupils so that they come to value themselves and their contribution to the community;
- foster a partnership between pupils, parents, staff and governors, working to create a secure, happy, well-motivated community.

General principles

Through our expectations of good behaviour and through the way in which we teach, model and encourage positive, appropriate conduct, we seek to provide pupils with the social and emotional skills that will help them to fulfil their potential in the school and beyond.

All staff and pupils have the right to be supported, to be listened to, to be treated courteously, to be treated with respect and to learn in a safe and caring environment.

Parents have the right to be treated with respect, to be listened to and have their concerns taken seriously, to be kept informed of their child's progress and to have access to information about how the school manages, for example, behaviour, bullying and attendance.

We seek to support our pupils by highlighting to them very clearly what it is they are doing well, and if necessary, how they could make better behaviour choices.

We believe in adopting a positive approach to behaviour management, using 'expected' and 'unexpected' vocabulary. The pupils discuss what behaviours are 'expected' in different situations, for example using louder voices on the playground and what are 'unexpected', for example leaving litter on the floor. We praise and encourage those behaviours that contribute to the well-being of our community. Where sanctions are used, they are used constructively.

Sanctions offer pupils an opportunity for reflective discussion and, where appropriate, a corridor conference. The reflective discussions and corridor conferences may take place immediately after a sanction has been given, or at a time when productive conversations can happen. This may enable the pupil to calm down from their heightened state and therefore be more open to reflection.

We recognise the connection between teaching and learning and behaviour in the classroom; every pupil has a right to be able to access the curriculum and that not being able to do so can cause frustration and ultimately poor behavior choices. Work should be planned which is appropriately matched to the ability of the pupils in the class, using the Mastery approach as well as additional support and/or scaffolding, for example word mats.

We have established a clear set of expectations for behaviour and have in place structures which reward desired behaviour and sanctions which discourage undesirable behaviour.

The importance of clear expectations

It is important that all members of our school community know and understand the school's expectations in relation to behaviour. These expectations may differ depending upon the setting, for example in the classroom or in the playground. All expectations will be underpinned by the fundamental value that all members of the school community are be treated with courtesy, respect and understanding.

GENERAL SCHOOL RULES FOR OUR WHOLE COMMUNITY

- We will always be polite, helpful and considerate towards others.
- Adults will speak to pupils respectfully and be helpful and kind.
- Adults will avoid raising their voices unless it is absolutely necessary.
- Pupils will always be honest and never cover up the truth.
- Pupils will listen to requests from adults and follow them first time.
- We will move carefully around the school keeping to the left; we will not run inside the school building.
- We will take care of school property.

LUNCH HALL RULES

- Line up quietly and sensibly while waiting to collect your lunch.
- Eat sensibly, using your knife and fork.
- Talk quietly to the people on your table – please don't shout.
- Tuck your chair in when you have finished eating.

CLASS RULES

- Always be polite, helpful and considerate towards others.
- Look and listen when your teacher/teaching assistant or another member of your class is talking.
- Listen carefully to instructions from adults and follow them first time.
- If you want to make a contribution or ask a question, put your hand up – please don't call out.
- Take care of equipment and put it away in the right place.
- Please keep your hands and feet to yourself: kind words, kind hands, kind feet.
- Always try your best.

PLAYGROUND RULES

- We say sorry if we bump or hurt anyone by accident.
- We ask pupils on their own if they want to join in our game.
- We look after each other.
- We stop and stand still when we hear the whistle or bell.
- We take care of equipment.
- We follow instructions from adults.
- We do not use unpleasant language or take part in "rough" games.
- We try to sort out any disagreements ourselves, but if we can't, we ask an adult for help.

Merits for Key Stages One and Two

Pupils should be praised using specific language for their behaviour, their learning, their attitude towards learning and approach to school life, for example "Thank you sitting with your legs crossed and listening on the carpet area." Praise should be used to reinforce positive, expected behaviours. Rewards can take the form of merits or class counters/marbles /pasta in jar.

Merits/ Certificates and Badges:

50 merits	Bronze certificate and badge
100 merits	Silver certificate and badge
150 merits	Gold certificate and badge
200 merits	Diamond certificate and badge
300 merits	Platinum certificate and badge

Merit certificates and badges will be given out in the Headteacher's assembly every other Friday. Class teachers should note on the certificate if it is being awarded for a second/third time etc.

At the end of the academic year, the class teacher will pass up records of who has achieved each certificate/badge but these will restart at the beginning of the academic year. It is

expected that all children will receive at least a Bronze certificate and badge by the end of the academic year.

Class Counters/Marbles/Pasta In A Jar

In addition to merits, the class teacher will manage class counters/marbles/pasta in a jar with class-based rewards: additional playtimes, films (at most only once a short term, must be U-certificate), class party (at most only once every long term).

Guide to class counters:

100 counters – 15 minutes extra play
250 counters – 30 minutes of free choice activities (activities must be set up by class teacher in advance and pupils will need to sign up for activities). Examples of activities might include approved computer games, art activity, board games, craft activity such as bead threading, etc..
500 counters – choice of film (must be U). PGs may be shown in Year Six only, but written permission must be obtained from all parents first, or class party.

Other Rewards

Class teachers may use other rewards at their discretion, such as postcards and phone calls home to tell parents of their child's good behaviour choices. These can be very powerful rewards. We are a healthy eating school and teachers should not give out chocolates and sweets to reward/motivate pupils.

Celebration Assemblies

Celebration Assemblies will usually be held every two weeks, other assemblies permitting, and in-line with the strategic calendar. These dates will be published in the school newsletter and on the school website at the beginning of each term. Pupils' families and Governors are most welcome to attend.

Pupils will be awarded relevant awards and merit certificates and badges. Parents and carers of pupils being awarded the Headteacher's Cup will be notified in advance so that they can attend the assembly.

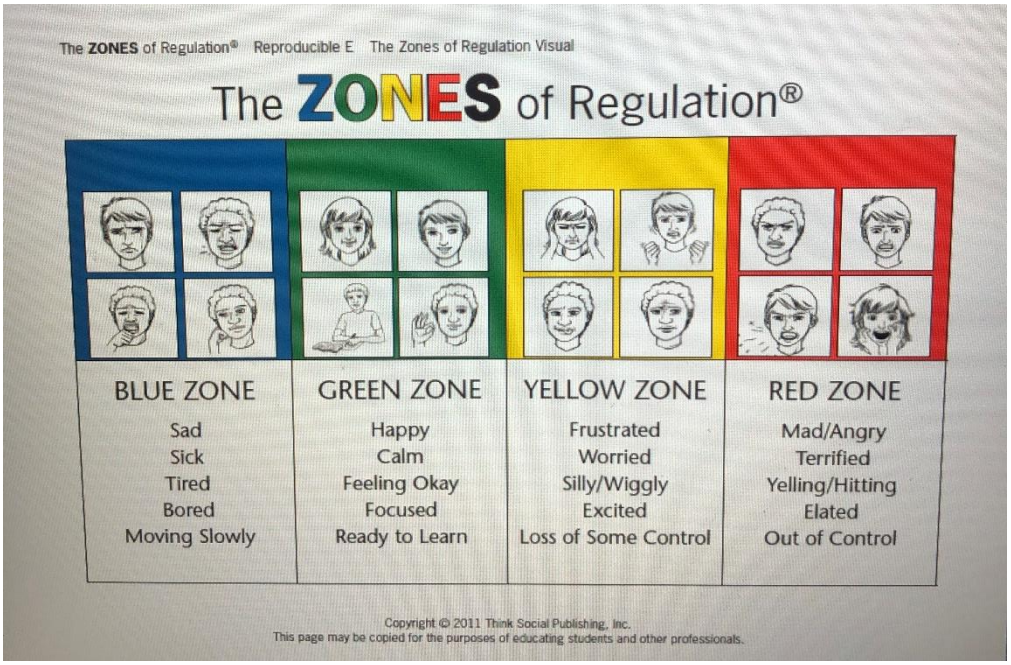
Celebration Assemblies are one key way which the school publicly acknowledges good behaviour for learning and pupils' achievements. Photographs of pupils receiving the Headteacher's Cup are published in the school newsletter and will go on the Achievements Board in the School Reception.

REWARDS AND SANCTIONS

Rewards and sanctions will be given by any member of staff, in line with the policy.

Zones of Regulation

During 2020-2021, all staff received training on the Zones of Regulation and this was introduced into Years 2 – 6. EYFS and Year 1 cohorts had trialled using Zones the previous year. Pupils are taught to identify feelings associated with colours and how to share their emotions. They are also taught how to make different choices to change their feeling colour. Pupils are encouraged to share their colour choices as a method of regulating their emotions. Pupils are encouraged and praised for making appropriate behaviour choices. Pupils are also taught to recognise that they do not have to be a certain colour in order to learn, that their colour is accepted, rather than trying to make them move colours too quickly. It is also accepted that pupils can be in the learning zone, regardless of their colour, depending upon their ability to regulate their emotions within that colour zone.



De-escalation and Use of Time Out

Pupils who are finding it hard to cope, and are maybe making a series of inappropriate choices, will be offered a Time Out. The pupil might ask for this, or staff offer one if they see the need arise. Pupils who use this facility regularly will have Time Out cards in their drawer/available on their desk. The child may have a preferred location, for example the Deputy Head's office, Rainbow Room or they may choose to find a preferred adult. Where more than one pupil is in need of Time Out, each pupil would need to be in a different location and each pupil would need to be accompanied by a member of staff for safeguarding purposes. Time Out is not punitive but is used as a strategy to de-escalate inappropriate choices of behaviour and redirect their energies.

Where sanctions do need to be issued, the procedure below will be followed:

- Visual reminder, indicating class rules
- Verbal reminder, indicating class rules
- Second reminder – 3 minutes taken from playtime or lunchtime
- Third reminder – 5 minutes taken from playtime or lunchtime

If a pupil is needing help to manage their emotions, they should be given time to:

- Regulate (and keep safe)
- Relate (to a staff member and re-build a relationship)
- Reason (chance to have a two-way discussion with a member of staff)

If a pupil reaches a second or third reminder, the name will be noted by the member of staff in the behaviour log (kept on the teacher's desk, not written on the board).

Under usual circumstances, a pupil who continues to make inappropriate behaviour choices will be asked to **leave the classroom** and move out to another classroom for a period of no more than 15 minutes. An adult from the class will escort pupil to another classroom where they will be obliged to work. Teachers will have set up agreements with each other to receive pupils in this way where the pupil is able to work and reflect, before returning to their own class. This is not a shaming exercise but one which allows the pupil some 'time out'. When the pupil returns to their classroom, they will have a time of reflection with the appropriate staff member. If a pupil is requested to leave the classroom, this will be recorded on CPOMS and reported to their parents and carers at the end of the school day.

Serious Incidents

A serious incident is one that endangers the safety of the pupil or those around them, including staff members. This may be physical, for example lashing out, kicking, punching or items or verbal, for example using profanity or offensive language.

For serious incidents of poor behaviour (see above), either the Headteacher or another senior member of staff will be called for and will remove the pupil from the class without going through the process indicated above. Each class has a red card or can radio for assistance.

Where a serious incident of poor behaviour occurs, the staff member should discuss this with the Headteacher or a senior member of staff and complete an incident report on CPOMS for the DSL and DDSL.

Other Sanctions

In principle we not excluded any pupil for a number of years. We try, wherever possible, to work with pupils, their families and outside agencies to support pupils in managing their behaviour. However, we must always take into consideration the individual circumstances of a serious incident and ensure the safety of the pupil, their peers and that of the staff.

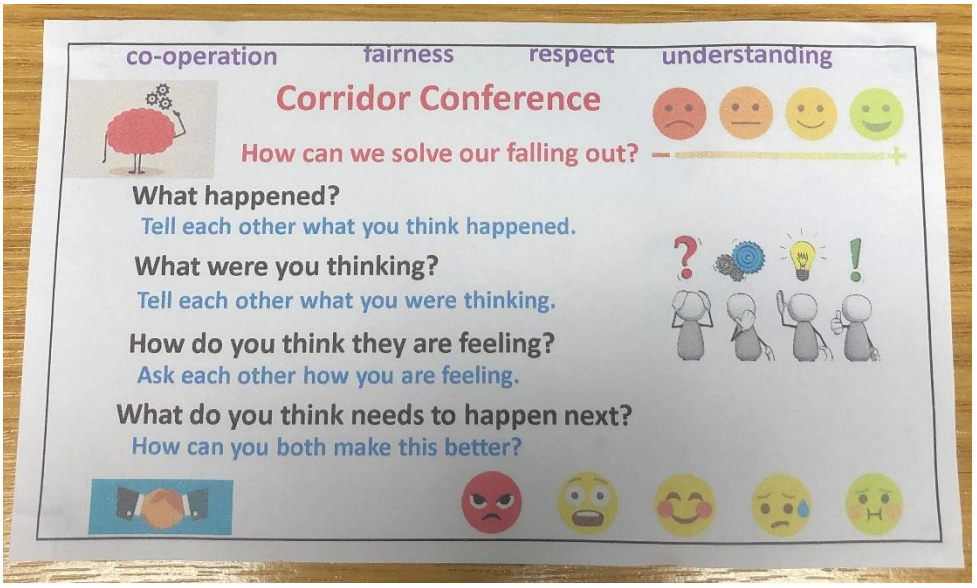
In extreme cases where another pupil or an adult has been seriously hurt, or where a pupil's behaviour endangers the safety of other pupils and staff, the Headteacher may decide to exclude a pupil from school. Exclusion may take place for an extremely critical isolated incident or when a pupil has exhausted all the structures of support available within the school and further serious matters remain commonplace. If this action is taken, the school will follow statutory requirements set out by the DfE and the Local Authority.

If permanent exclusion is becoming a distinct possibility, then efforts will be made to organise a multi-agency meeting for the benefit of the pupil.

The decision to exclude can only be made by the Headteacher (or Deputy in their absence, but all reasonable efforts must be made to contact the Headteacher prior to an exclusion).

Corridor Conferences

Corridor conferences may be used between pupils, assisted by a member of staff, to seek to resolve issues in such a way that positive relationships are restored. The discussion would follow the sequence of questions as set out in the image below (this image is also displayed around school and on staff lanyards). This academic year, linked to our School Improvement Plan, staff will teach pupils how to carry out corridor conferences so that, in time, these may take place without adult intervention.



Documentation

Significant incidents of poor behaviour should be recorded on CPOMS with the appropriate alert (eg bullying) for triangulation.

If a member of staff is unsure whether an incident should be recording, it should be reported on CPOMS for the DSL or DDSL's attention. There may be other incidences on CPOMS which triangulate to create a bigger picture of need and any additional information will be helpful in supporting that pupil going forward.

The Curriculum

The curriculum incorporates opportunities to learn and reflect upon behavioural and social and emotional aspects of learning. Regular PSHE lessons and Circle Time sessions are essential in underpinning pupils' well-being and in helping to tackle issues such as bullying, discrimination and poor behaviour. Classes should timetable PSHE/Circle Time at least once per week. At the beginning of the year when the teacher and teaching assistant are establishing expectations and building relationships, they may happen more frequently.

The curriculum will include special events to raise the profile of well-being, positive behaviour, self-esteem and anti-bullying. These may include anti-bullying week, visiting speakers from the NSPCC/Childline and special visits from theatre companies to dramatise issues around bullying and its impact on pupils' well-being.

It is expected that staff should plan and teach interesting and engaging lessons, supported by enrichment activities. If pupils are engaged in their learning, their behaviour is more likely to be positive.

Staff may ask pupils to stay behind after a lesson to finish a piece of work, but they should avoid using the curriculum as a sanction for example stay in and do extra Maths (because Maths is an enjoyable and rewarding part of the curriculum and should not be used as a sanction).

Bullying

The school takes the issue of bullying very seriously. A separate policy on bullying is available in school and should be read in conjunction with this policy.

Moving around the school

Staff will closely supervise the movement of larger groups of pupils around the school. Pupils should be organised into lines and requested to walk quietly as they pass through the school corridors facing the front, one behind the other and keeping to the left. Consideration should be given to the order in which pupils line up eg 'assembly order'. Staff should walk along with the pupils in a manner that allows for 'scanning' and strategically positioning themselves so that monitoring is most effective.

Assemblies

Staff will lead pupils in to the hall for assemblies. Pupils should enter the hall without talking and sit down quietly whilst waiting for the assembly to begin. Staff supervising the pupils during assembly should actively watch and supervise their class, giving visual reminders if necessary. At the end of assembly, staff should lead pupils out of the hall. Pupils should leave the hall without talking.

Pupils with SEND/those who are vulnerable

Individual attention, support and strategies are given to those pupils who need it in order to help them comply with the rules and systems of the community.

A small minority of pupils may need additional support with their behaviour. Such pupils may have an Additional Needs Plan. This will be created by the SENCo and the class teacher and may include specific, personalised behaviour targets.

Some pupils may be supported by personalised target sheets, linked to rewards at the end of the day or week. Personalised target sheets will be set up by the class teacher and the SENCo. Where pupils have personalised target sheets, all staff who work with the pupil will be kept informed, including supply staff where necessary.

Pupils who are on the Special Education Needs and Disabilities (SEND) Register for behaviour should be monitored through review meetings as appropriate, and may be supported by external agencies as required.

Playtimes, Lunch times and Cloakroom Areas

Staff are expected to actively supervise playtimes and lunchtimes. This will involve general patrolling or monitoring individuals or groups of pupils. Staff are encouraged to actively involve themselves with the pupils at playtimes, for example by chatting to them or helping them to organise games. They should always remain vigilant as to the events going on around them and intervene where necessary to resolve conflict and disputes. Preventing unwanted behaviour by early intervention beginning with a least intrusive approach is most effective. Praise should be used as often as possible to motivate pupils to behave appropriately.

Staff on duty will ensure they are available to supervise the pupils at the very beginning of break time and the very beginning of lunch-time.

Where it is felt that pupils' behaviour constitutes a safety issue to themselves or others, then they will not be allowed on the playground for a specified period. They will be asked to walk around with the duty teacher or be supervised indoors. It is not the responsibility of the indoor duty teacher/adult to supervise pupils who have been detained by other teachers to, for example, complete work unfinished work from the previous session.

The Headteacher has a right to exclude pupils from the premises during lunchtime if it is felt that they are undermining the safety of others. Lunchtime exclusions will be recorded formally as one half-day fixed term exclusion.

Supply staff and PPA cover will be informed of classroom and playtime procedures for managing pupil behaviour and members of staff should make efforts to help supply staff where appropriate. Supply staff should leave a note for the regular teacher highlighting those pupils who have behaved well and those for whom the experience has been less positive.

On leaving the classroom for break/lunch and on returning from break/lunch the cloakrooms should be kept neat and tidy. The class teacher will be responsible for ensuring the cloakroom outside their classroom is tidy and coats and other items are not left on the floor.

Mobile Phones

Pupils in Years Five and Six may bring their mobile phones to school. These should not be used in the playground first thing in the morning and must be handed into the School Office on the way into the school building. They must remain in the School Office until the end of the day and be collected at home time.

Buddy System (under usual circumstances)

The Buddy System enables older pupils to help younger pupils in Key Stage One and EYFS at play times and lunchtimes. Buddies will sit with younger pupils at lunchtime and assist them, for example cutting up their food. They will lead playtime and lunchtime games with the pupils in the Key Stage One playground. Buddies will receive training to support younger pupils. Mrs Bedford and Mrs Wooler will be in charge of implementing, monitoring, reviewing the Buddy System. In the longer term, it is envisaged that Buddies will lead peer mediation in the school.

Behaviour off site

The management of behaviour off-site will largely depend upon the nature of the experience though key principles will always apply. Staff should be familiar with the off-site activities policy and related County documents before embarking on any trip and it is advised that inappropriate behaviour be planned for during 'risk assessment' discussions. Staff have an obligation of 'loco parentis' for the pupils in their care and should always be in a position to be able to justify decisions and actions taken off-site through a combination of prior planning and considered moment-to-moment decision-making. Incidents of misbehaviour must be handled very carefully and key decisions made consultatively with trip leaders or in phone communication with school. In severe cases of misbehaviour off-site, teachers can arrange with the school/parents for the return of the offending pupil.

It is essential that the system of rewards and sanctions is, where possible, modified to suit off-site activities. For example, an adapted hierarchy of sanctions may include miscreants sitting out for a few minutes or missing the next activity. Staff are encouraged to ensure that whatever system they adopt is clearly understood by the participants before they leave for the trip and is consistently adhered to. The same principles of high expectations, use of praise, organised transitions, clear instructions, least intervention first etc. will apply in such circumstances.

Training

The school is committed to dedicated training time for staff to ensure that staff are properly equipped, in terms of skills and resources and knowledge of systems, to successfully and skilfully manage pupils' behaviour. This will include on-going training in PSHE and Circle Time.

In order to maintain and reinforce the school's high expectations for behaviour, and to ensure a consistent approach across the school, all staff are to complete a course in term one of the 2021-22 academic year. The course, entitled Better Behaviour, is delivered via five video sessions with an accompanying workbook. There are three principles that form the focus for this course in mastering behaviour management: how to avert misbehaviour, how to stay in control of oneself, and how to

intervene strategically when misbehaviour starts. Each standalone session gives teachers and TAs the skills they need to ensure that good quality learning can happen in the classroom. The skills, in turn, are broken down into their component parts, making them easy to replicate and embed into teaching practice. Whilst the focus of these sessions is on the skills needed, the course also covers the relevant theories and research that underpin the skills that are being taught.

The five sessions are broken down as follows:

The Fundamentals

The fundamentals include teacher clarity, teacher presence, lesson challenge and withitness. This session also introduces something called the '100% approach' – a simple yet powerful way to keep students on task. Classroom layout will also be considered.

Rules & Routines (& Norms)

Rules and routines are the bedrock of effective behaviour management. This session will share four rules that can be used in any educational setting. A simple method to embed routines will also be introduced, and a key routine will be explored in depth.

The Teacher-Student Relationship

The teachers who are best at behaviour management have an excellent teacher-student relationship style. This session will pinpoint the features of that style, noting what works and (just as importantly) what doesn't.

Teacher Self-Control

In order to manage student behaviour effectively, educators have to manage their own emotional and cognitive reactions. This session gives a tried-and-trusted method for doing that.

Strategic Intervention

Misbehaviour will happen. This session looks at what to do when it does – that is, how to intervene efficiently and effectively so that students are quickly put back on track.

Please see Appendix 1 for a copy of the workbook that staff have completed alongside the videos. There is an accompanying cover sheet directing staff to reflect and account for their learning on the course, and it has requested that this document is brought to Performance Management Meetings and Pupil Progress Meetings this year.

<u>Understanding and applying the policy</u>

New members of staff are given the opportunity to read the policy and ask questions about it. Pupils know the key features of the policy through being formally taught and through its day-to-day application around the school. New entrants to the school are given an early opportunity to be introduced to the way in which the key features operate and affect them. The School Council will be given the chance to consider how their peers' behaviour is impacting on the school and to comment on the effectiveness of the systems from their point of view.

Parents and carers will be made aware of the school systems through having access to this policy.

The Governing Body is involved in the creation and approval of this policy. The Headteacher will report termly on exclusions, the success of inter-agency communication and intervention and particular achievements in order to support the Governing Body in its strategic and monitoring roles.

Appendix 1

Better Behaviour Workbook – 2021-22

Please retain this booklet and coversheet for PM Meetings and PP Meetings.
These videos are delivered by behaviour expert, Robin Launder. You can watch and re-watch the videos for the whole of this academic year by following the link emailed to you and using the password in the email. You can find more resources on his website: www.behaviourbuddy or following his Twitter feed, @Behaviourbuddy
This training is comprised of five 35 minute videos. Please fill in the table below to record your progress through the videos:

Session Title	Date watched	Workbook Chapter completed (tick)	Action Taken (EG: name 2 strategies from the session that you and your buddy will trial, and how you will support each other with them).
1-The Fundamentals See video and workbook pages 2-3			
2-Rules & Routines (& Norms) See video and workbook pages 4-5			
3-Teacher-Student Relationship See video and workbook pages 4-5			
4-Teacher Self-Control See video and workbook pages 6-7			
5- Intervene Strategically See video and workbook pages 8-9			

The Fundamentals

www.behaviourbuddy () robinlaunder@hotmail.com () twitter: @behaviourbuddy () linkedin: Robin Launder

Three Principles: 1. Don't let the situation happen in the first place
2. Don't make the situation worse
3. Intervene strategically

01 Kounin – The First Four

1.	2.
3.	4.

02 GDA

Grab:

e.g.

Deliver:

e.g.

Action:

e.g.

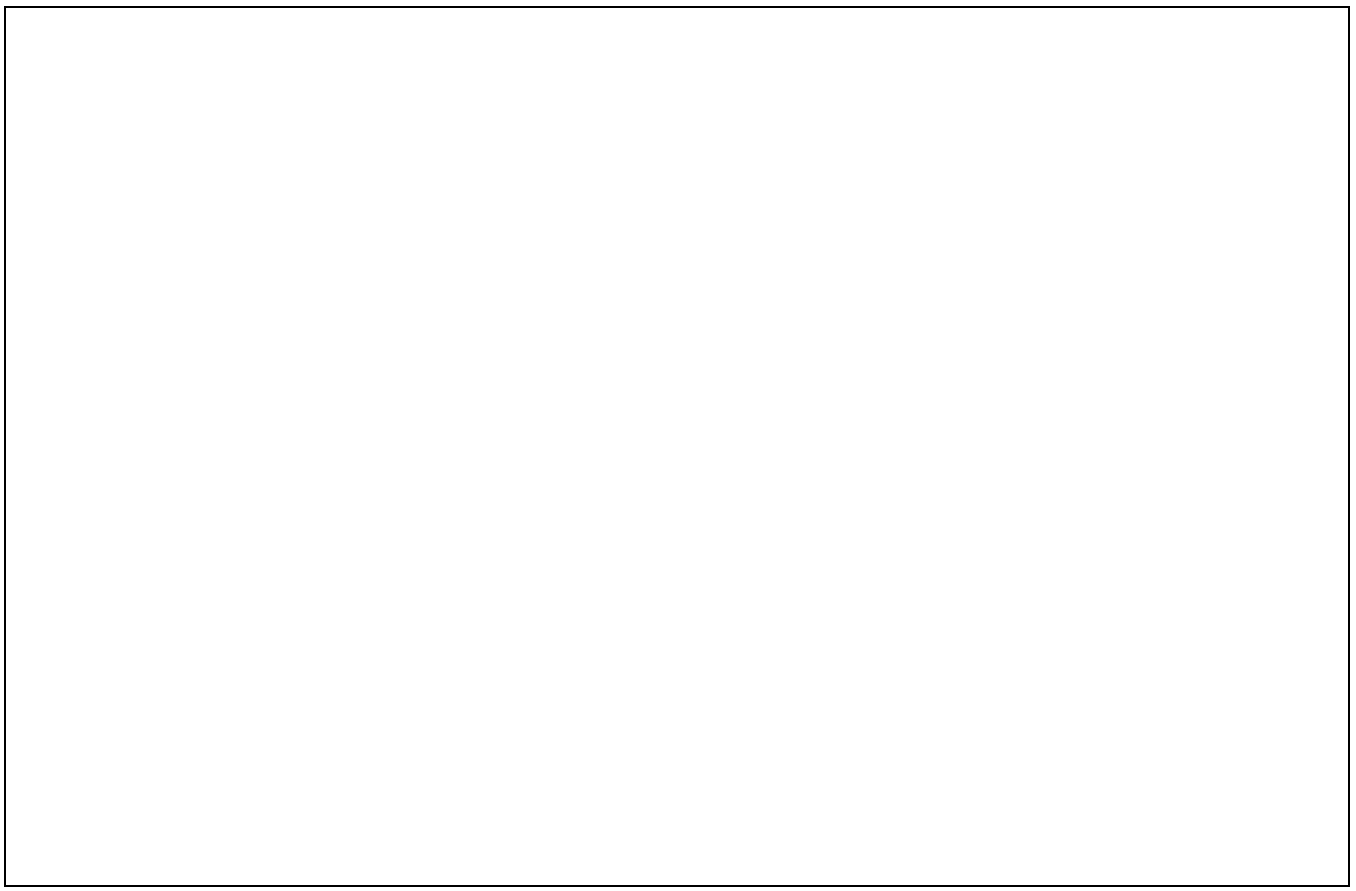
03 Kounin's Fifth (Part 1)

.....

+ =

04 Kounin's Fifth (Part 2)

A teacher skilled in …….. is more likely to …



A recording of this session is available for seven days at behaviourbuddy.co.uk/recordings

Rules & Routines (& Norms)

www.behaviourbuddy () robinlaunder@hotmail.com () twitter: @behaviourbuddy () linkedin: Robin Launder

Three Principles: 1. Don't let the situation happen in the first place
2. Don't make the situation worse
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05 Behaviour Management Self-Audit

	I am happy with …	6 = very happy (please circle)	R
1	student punctuality	1 2 3 4 5 6	
2	the way students enter my classroom	1 2 3 4 5 6	
3	the way that students settle down	1 2 3 4 5 6	
4	where students sit (seating plan)	1 2 3 4 5 6	
5	the noise level in my classroom	1 2 3 4 5 6	
6	the way students follow my instructions	1 2 3 4 5 6	
7	the way students ask for help / my attention	1 2 3 4 5 6	
8	the way students transition from one task to another	1 2 3 4 5 6	
9	the way students move around the classroom	1 2 3 4 5 6	
10	the way students move to a specialist area (e.g. library)	1 2 3 4 5 6	
11	the way students respond to visitors	1 2 3 4 5 6	
12	the way work / resources are distributed	1 2 3 4 5 6	
13	the way work / resources are collected in	1 2 3 4 5 6	
14	the way students work individually	1 2 3 4 5 6	
15	the way students work in pairs	1 2 3 4 5 6	
16	the way students work in groups	1 2 3 4 5 6	
17	the level of student effort / on-task behaviour	1 2 3 4 5 6	
18	the way students treat / speak to me	1 2 3 4 5 6	
19	the way students treat / speak to each other	1 2 3 4 5 6	
20	the way students exit my classroom	1 2 3 4 5 6	

END OF QUESTIONNAIRE

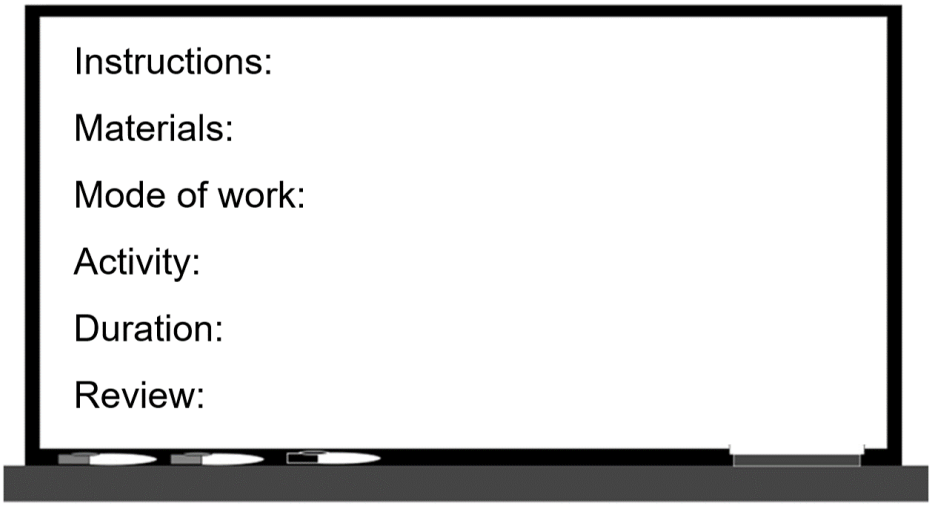
06 Four Rules

1	
2	
3	
4	

07 DOASI

THEN

08 Do Now!



A recording of this session is available for seven days at

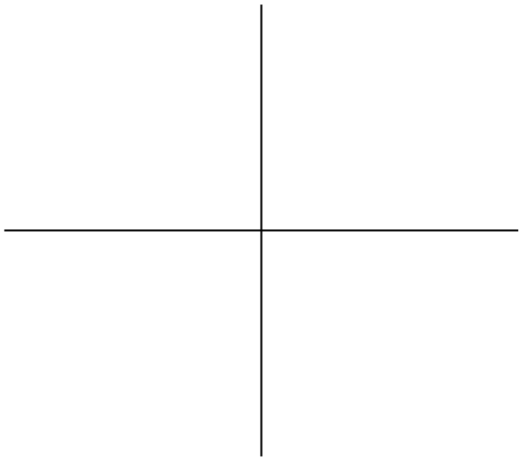
behaviourbuddy.co.uk/recordings

Teacher-Student Relationship

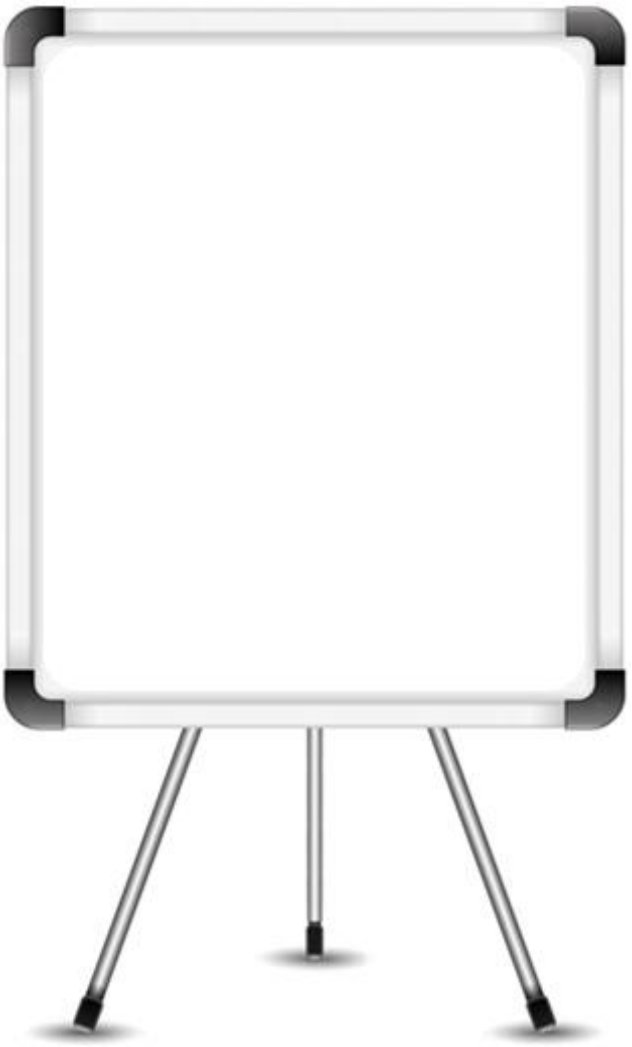
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Three Principles: 1. Don't let the situation happen in the first place
2. Don't make the situation worse
3. Intervene strategically

09 Relationship Matrix



A recording of this session is available for seven days at behaviourbuddy.co.uk/recordings



Better Behaviour

Teacher Self-Control

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Three Principles: 1. Don't let the situation happen in the first place
2. Don't make the situation worse
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10 My Control

1 2 3 4 5 6 7 8 9 10

Sentence one:

Sentence two:

A recording of this session is available for seven days at behaviourbuddy.co.uk/recordings

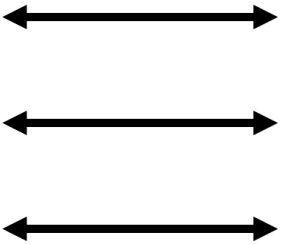
Better Behaviour

Intervene Strategically

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Three Principles: 1. Don't let the situation happen in the first place
2. Don't make the situation worse
3. Intervene strategically

11 Intervene Strategically – Some Principles



12 The Four Corrections Model

1.	**2.**
3.	**4.**

13 Six Scenarios

1.

2.

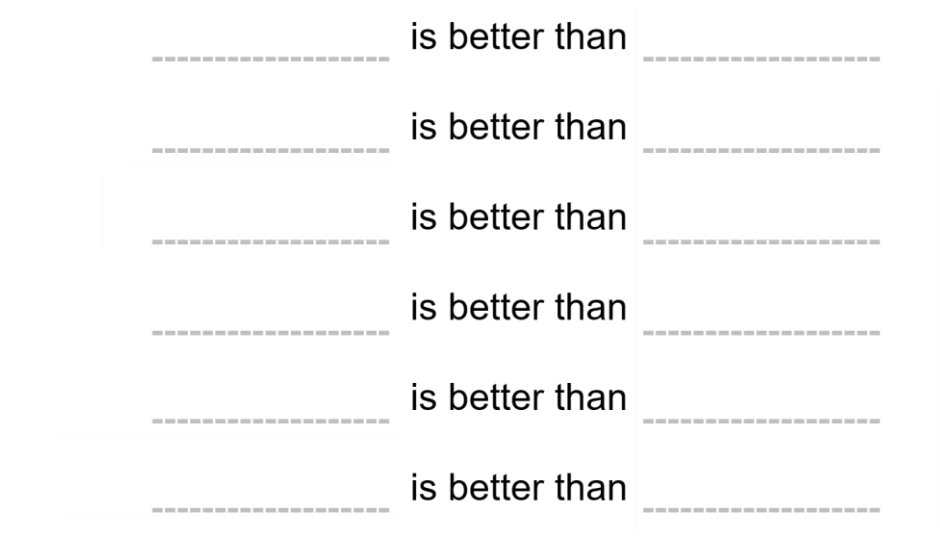
3.

4.

5.

6.

14 Effective Consequences



15 Quick Wins

A recording of this session is available for seven days at behaviourbuddy.co.uk/recordings