BRATTON PRIMARY SCHOOL

Behaviour Policy

Including:

- *Behaviour Expectations and School Ethos*

- *School Principles*

- *Rewards Systems*

- *Sanctions:*

- *Protocol for Exclusions:*

Bratton Primary School

Carpenter's Lane

Introduction:

- At Bratton Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

- The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety.

- Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement.

- We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed, planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

- At Bratton Primary School we use a structure of rewards and sanctions which focuses on developing positive self esteem in order to provide an environment in which all children and adults feel valued, respected and safe.

This policy is based on our school aims, endeavouring to:

- Establish in all a GROWTH MINDSET, where we embrace and accept failure as a way to develop, learn and grow, confident to meet whatever challenge comes our way.

- Enable all to establish themselves as confident, engaged learners, utilising core learning values of: RESILIENCE, RESOURCEFULNESS, RECIPROCITY AND REFLECTION.

- Establish in all a REFLECTIVE awareness of how we learn and how we develop.

- Foster in all INTEGRITY in their approach to learning, ensuring all are OPEN TO CHANGE.

- Ensure strong ACADEMIC AND PERSONAL PROGRESS for all, through high quality learning, teaching, and the provision of ENRICHING experiences, ensuring maximum support, engagement and extension for all.

- Build an open, supportive learning community, embracing COLLABORATIVE LEARNING and rich, constructive FEEDBACK for all.

- Establish core COMMUNITY VALUES of honesty, acceptance, courtesy, respect, enthusiasm, engagement and determination, enabling all to succeed in the local community, as well as in modern Britain.

School core behavioural standards:

1. *Be kind and considerate to each other*

2. *Be aware of others' feelings*

3. *Be honest and respect everyone and everything in school*

4. *Always try your best*

5. *Use good manners at all times*

6. *Be responsible and take responsibility for your actions*

These standards and values will be discussed during Class Assemblies, Circle Times and Whole School Assemblies. All children and adults are expected to behave in accordance with these guiding principles.

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Bratton Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.

- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.

- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

- A consistent approach to behaviour throughout the school with parental cooperation and involvement.

- Helping our children develop appropriate self-esteem.

- Encouraging our pupils to co-operate with one another and with the adults in school.

- Creating a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.

- Working alongside parents to encourage our children to develop socially, academically and emotionally in preparation for a positive role in society.

- Ensuring that everyone is clear about their role when managing a pupil's behaviour. All responsible adults will:

- Make all the children aware of behavioural expectations.

- Allow all children equal opportunities to learn.

- Allow all in school equal opportunities to fulfil their role.

- Reward and encourage positive behaviour.

- Use sanctions where appropriate in accordance with this policy.

- Develop in all the skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.

- Developing the voice of the child, through for example the School and Class Councils.

- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.

- Developing the skills of co-operation and discussion.

- Encouraging everyone to take pride in the school, its expectations and ethos.

- Having a positive and consistent approach to playtimes and lunchtimes.

- Creating a stimulating classroom environment.

For a safe and happy school children are expected to…	
• Arrive at school on time;	• Keep our school litter free;
• Wear correct school uniform;	• Set a good example to others;
• Show respect to everyone in school;	• Exercise self-control;
• Be truthful, polite and considerate to all;	• Line up quickly and quietly when the bell rings;
• Take pride in our school building;	• Walk sensibly and quietly in the corridors;
• Look after our own and all school property;	

<u>Class Expectations</u> (To be prominently displayed in the classroom)

At the beginning of each academic year expectations in addition to school expectations, or specific to each class, will be established in consultation with the class and class teacher. In class assemblies, the class should offer ways to encourage adherence of these and how to respond should these rules and expectations be broken or challenged.

<u>Encouraging Good Behaviour</u>

A child's behaviour is affected by the way s/he feels. We, therefore, consider the whole school day and decide how it can be best organised to:

- encourage the feeling of well-being that results in good behaviour;

- minimise the feelings of frustration and boredom that can result in inappropriate behaviour;

- provide opportunities which help children develop good behaviour;

- provide opportunities for adults and pupils in the school to praise good behaviour.

The following good behaviour will be actively encouraged:

- good manners

- holding doors open

- saying please and thank you

- not insisting on being first

- welcoming visitors to the school

- showing respect for others, the school building, books and equipment

- listening to others

- showing self control

- behaving in an orderly manner

- showing good working habits

- not running in the school

- sharing

<u>Ways of promoting good behaviour :</u>

- positive discipline

- positive verbal/facial feedback

- praising a child's good behaviour to the class

- sharing good work/behaviour with other teachers or Headteacher

- celebration within a class assembly

- sharing in circle time

- comments to parents in the form of an email, or in the reading journal.

- written comments on work relating to learning behaviours exhibited on a task.

- the awarding of Community points for the class wall chart, leading to whole class rewards and recognition through the Newsletter and the Tuesday Achievement Assembly

- Exceptional work/behaviour shown to the Headteacher – who will award a Headteachers Award

Rewards and Points are awarded in the following ways:

The school reward system ties in with our whole school approach to learning, aiming to ensure that each reward is rooted in understanding for the children of:

1. Exactly what they are being rewarded for.

2. Exactly why they have been rewarded and

3. A clear understanding of them having achieved something in order to garner that reward.

The aim is to create rewards that celebrate success and progress, yet incentivise further endeavour and increased development for all, not just the collecting of certificates or stickers. This supports our work on developing a 'Growth Mindset' approach for our children, focused through our 4 'Learning R's' of: Resilience, Resourcefulness, Reflectiveness and Reciprocity.

In this light the reward system will be thus:

Merit Points:

In class children will be awarded Merit Points. These will be awarded for their work in all subjects, as well as the approach they show towards their learning. The merits will be collected by the children on their own chart in class and the teacher will track these. They will have a code attached to the merits and they will fill this code in on the chart, meaning we can also see, over time, in which areas they are receiving merits, again leading to possible additional focus on areas they are not. Children's charts will then be monitored by teachers and sent to me for certificates when they reach 10, 25, 50, 75 or 100 merits. Teachers will retain previous charts to monitor progress for each child over the year. These merit certificates will be announced in the newsletter and presented in the following week's achievement assembly, every 2 weeks.

Community points:

These points are to be awarded to individual children, but will be collected as a class, building a shared total. Points will be awarded in recognition of children's behaviour, outlook and conduct around the school, in social settings, on trips or when working with other pupils. This will aim to develop a whole school ethos of support, calmness in our actions and consideration for our decisions, engendering a pride in our school and respect for its values and all those who work in it. Community points will be collated every 2 weeks and the class with the most will be announced in the achievement assembly and rewarded with additional playtime at the end of lunch on Friday that week and will keep the Community trophy for 2 weeks. Classes will then go back to zero and the cycle starts again. In addition the Headteacher will keep track of the classes with the most points in each 2 week period, collating them for a cumulative year end award in July

Headteacher's award:

These certificates will be given out for particularly outstanding achievements, be that particularly noteworthy progress, a piece of work that goes further than that child ever has before, or a piece of behaviour that requires additional public recognition. If there are any Headteacher's awards then these certificates will be announced in the newsletter and presented in the following week's achievement assembly, every 2 weeks.

Class achievement assembly:

Every other week a class will be running the achievement assembly. This is not a performance, but is a chance for children in that class to share extracts of their work, explain a piece of maths they have done, read aloud to the school, or demonstrate work they have undertaken. They can show the school their work and explain the processes they went through to develop their learning. Not every child from that class will read or take part every time, but across the year it will be our intention that all children do, improving their public speaking and inspiring others in their learning (Reciprocity).

During that assembly the class teacher will also award a special **Well done** certificate for someone in that class who has been particularly showing the learning qualities we are working on, i.e. Resilience, Resourcefulness, Reflectiveness and Reciprocity.

Inappropriate Behaviour:

- Whilst bearing in mind that individual children's age, experience, character and any additional needs must be taken into account, we encourage all children to understand their inappropriate behaviour and its effect on others and themselves. Any inappropriate behaviour is clearly identified and explained.

- At all times we describe the *behaviour* as inappropriate and *NOT the child* as being bad.

- Behaviour report cards may be set up for the child on SIMs, via the HT, allowing close recording of any behavioural incidents.

- A meeting will be arranged with the HT or Inclusion Manger to discuss the behaviour and then a meeting with the child's parents will be arranged to discuss the matter, keeping all stakeholders informed at all times.

- An Individual Behaviour Plan may be written, in consultation with the child's parents and teacher, for those children needing ongoing support in managing and changing their behaviour.

- All staff are expected to address any inappropriate behaviour and not walk past, reflecting the whole school commitment to high standards of behaviour.

Sanctions for inappropriate behaviour:

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.

- Make clear that it is the behaviour which is being punished and this is not a personal matter.

- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour.

- The first step is to stop the behaviour and the second step is to provide an action that recalls the expectations or rule, reinstates the limits and teaches alternative behaviours.

Consistent management of behaviour:

For the plan to be effective all members of staff must follow the protocols outlined.

The Classroom Management Plan aims to elicit a professional, thinking response from the adults in charge. As a school we will;

- Teach the rules just as we would teach any curriculum area

- Emphasise the aspect of pupil choice in engaging in appropriate behaviours

- Share information with parents and carers with regards to the Classroom Management Plan

- Clarify with all stakeholders any areas of concern

If there is inappropriate behaviour in class breaking either school or class rules, Teachers and Teaching Assistants will operate a "5 step" system.

- **Step 1 – reminder of behavioural expectations -** attention drawn to the rule being broken

- **Step 2 - verbal warning –** warning of next steps in the process if moderation of behaviour does not occur

- **Step 3 – pupil moved away from group or peers to work alone -** and then given reflection time, then to discuss behaviour with an adult,

- **Step 4 – minutes off playtime -** sanction that is proportional to and fits the misdemeanour – *(Break times - 5 minutes in EYFS/KS1 and 7 minutes in KS2 – Lunchtimes for longer discussions – 10/15 minutes for EYFS/KS1 and maximum of 20 minutes for KS2)*

- **Step 5 - pupils can spend "Time Out" in another teacher's class –** *children to be sent with self-regulated tasks to aid reflection. Children to also be sent with a timer – 10 minutes for EYFS/KS1 and 15 minutes for KS2. (TAs to monitor timings for EYFS and Year1)*

- **Step 6 – Send to Headteacher** – used after Step 4 and/or 5 OR in event of severe inappropriate behaviour.

Following these steps there will be a meeting with Head teacher to discuss improvement in behaviour. This may result in a telephone call or discussion with the child's parents or carers.

- Instances of inappropriate behaviour are <u>always</u> taken seriously, dealt with immediately and:

- Will be reported to the Headteacher via the school's reporting forms.

- Exceptionally bad behaviour will be recorded in the School's Records and parents will be informed.

- The Headteacher will contact the parents who may be invited into school to discuss the problem.

Inappropriate behaviours:

- For some instances of inappropriate behaviour, where the action is a serious breach of the behaviour code, the Head teacher will implement the exclusion procedure (see Procedures for Exclusion Appendix 4.)

- These behaviours can include: Assault on a Pupil, Assault against Staff, Bullying, Home School Contract Broken, Damage to property, Defiance, Disruptive Behaviour, Fighting, Theft, Insolence, Racist Incident, Verbal Abuse against a Pupil, Verbal Abuse against an Adult, Truancy, Swearing

Restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures will be implemented for the health and safety of themselves, other pupils and staff. Staff trained in safe handling techniques are: Ian Bolton, Abi Rich, Kim Harvey and Allison Callaway, also listed on the staffroom and office boards.

Should any staff require this level of intervention and support, all rooms have a 'red card' with the name of the room clearly labelled. They should send this card to the office and urgent support will be provided.

Absconding from School

If a child runs away from the school premises the staff will assess the situation and decide either:

1. That the child can be retrieved and returned to school safely and successfully. This would be the most common action for younger children

2. **That** it would be safer not to follow a child and therefore prevent a chase, possibly causing the child to run into danger e.g. crossing a road. This would probably be the most common occurrence for an older pupil. Parents and police would then be informed immediately.

Communication with Parents

- Parents are expected to support the school in the application of its rules.

- Parents have a right to know how their child behaves in school, whether that behaviour is good or inappropriate. When either good or inappropriate behaviour is displayed parents will be informed: good behaviour will be reported whenever possible and inappropriate behaviour whenever it causes concern.

Involvement of children

- We have an effective Class assembly system, which happens every Friday in classes. These assemblies follow on from the theme established by the whole school assemblies on a Monday, but are equally used to address and follow up any issues occurring within classes, which could include behaviour, social or learning issues. In addition to this, pupil voice conferences happen across every longer term and a School Council will be established across each year.

APPENDIX 1 : **Actions to support acceptable behaviour and Orderly conduct.**

The School Day

All the time the children spend inside the school building will be purposeful. When children enter school there will be a clear expectation that they will prepare for registration and engage in a worthwhile activity.

On arriving at school:

- All children may come into school from 8.50am and get on quietly with early morning work.

- Children enter the school quietly.

- They are responsible for their belongings and the cloakrooms must be kept tidy.

- Movement around the school must be orderly.

Playtime:

- All children are to go out at break-time unless otherwise instructed by a teacher

- If a teacher instructs a child to stay indoors that teacher must ensure that the pupil is supervised

- Children stay outside during break unless they need to use the toilet

- Children must ask if they need to go to the toilet – red/green bands can be worn to go to KS1 toilets

- If a member of staff on playground duty sends a child in, the child should report to the staffroom

- First Aid to be administered by those with a current qualification

Equipment

- Children are encouraged to use and share equipment.

- Crates containing various small items of play equipment, e.g. ropes and balls are available.

- The MDSA's and the Headteacher are responsible for ordering the equipment and all children are responsible for managing it at break and lunchtimes.

Procedures

- Playtime games are encouraged.

- Children are responsible for putting the equipment/crates out (and returning them) before the start of play and at lunchtime.

- Cases of unusually good (and/or inappropriate) behaviour at playtimes should be reported to the class teacher.

- The duty teacher rings the bell once. Children stand quietly and the teacher on duty will then ring the bell again and the children will all line up in set positions to await collection by the class teacher. Once in line the duty teacher will ring the bell once more to signal we are ready to enter the building in a calm and orderly manner.

Lunchtime

- Midday Supervisory Assistants (MDSAs) are responsible for encouraging good behaviour at lunchtime, in accordance with the systems outlined above.

- MDSA's are encouraged to support the Community Points reward system in the school.

- MDSAs will meet twice termly with Allison Callaway and once a term with the Headteacher to discuss things that are going well, any issues that have arisen and ways of promoting good behaviour.

APPENDIX 2

ADDITIONAL REWARD SYSTEMS:

Class systems:

Some classes may have an additional system, such as a marble/pasta jar, to focus particular improvement in areas the class have needed to work on. When the class does something well, for example lining up quietly, tidying up quickly, all working really hard there may be a class reward system leading to class based rewards. This encourages the class to work together and to have corporate responsibility

APPENDIX 4:

Exclusion Procedures at Bratton School

Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Headteacher has the right to exclude a pupil. Exclusion will be enforced when other pupils or members of staff are deemed to be seriously affected by that pupil's presence in school.

When a pupil is excluded from the School the Chair of Governors and the Local Authority will be informed. Parents will receive a letter of explanation based on the agreed national model. Should the pupils be from any significant group e.g. Traveller, LAC, those organisations will also be informed. The Headteacher will report exclusions to Governors at Full Governing Body meetings. Governors may be called to act as exclusion panels and/or appeal panels and therefore need to remain "untainted" with the details of the exclusions should they be called to act in these capacities.

Exclusion from Bratton School is a punishment. The parents, guardians or child minder need to support the school in its decision and, according to recent legislation, the child must not be found in a public place during the exclusion period or parents may be subject to a fixed penalty notice.

The school will supply the 'carer' with work that the child should complete in order that time out is not perceived by the child as an 'easy option'.

Internal Exclusion:

There may be particular circumstances where the Headteacher considers it more appropriate for the pupil to be excluded from particular parts of the day e.g. Break time / Lunchtime. In these circumstances an Internal Exclusion will be issued and the parents informed.

Fixed Term Exclusion

For between 1 and 15 days depending on the seriousness of the offence (almost all of the offences listed under 'unacceptable behaviour' on page 2 will result in exclusion).

The parents of the pupil will be informed that the pupil has been excluded and why. This will be done immediately by telephone if possible and then confirmed in writing. Parents will be informed of the period of exclusion and the reason for it. A proforma will be sent to the Chair of Governors and the LA.

The parents will be informed in the letter, that they may make representations about the exclusion to the Governing Body. Parents have the right to attend an exclusion meeting with Governors and the letter will tell parents who to contact and will invite them to write asking for a meeting.

If parents reply saying they wish to meet with the Governors a meeting will be set up preferably on the day the pupil returns to school. They may bring a 'friend or colleague' to the meeting to support them. The

purpose of this meeting is to explore the support that the school and the parents need to give the child to help improve his/her behaviour and for the parents to raise any concerns with the governors.

Returning to School

When the excluded pupil returns to school, there will be a 're-entry' interview with the pupil and his/her parents, class teacher, Headteacher and, if possible, a Governor.

Both the school and the parents will agree the support the child needs to help improve his/her behaviour and if necessary a "Behaviour Plan" will be drawn up between the school, the family and the pupil.

Permanent Exclusion

Permanent exclusion will result for very serious breaches of the behaviour code or continuous flouting of the code, which would seriously harm the education or welfare of the pupil or others in the school if s/he were allowed to remain.

The school will inform the parents by telephone that the pupil has been excluded and why, and be asked to collect the pupil from the school. The exclusion will be confirmed in writing. Proforma will be sent to the Chair of Governors and the LA.

The parents may make representations about the permanent exclusion to the Governing Body, who will set up a meeting of their Disciplinary Committee to review the case. An LA representative will attend this meeting. All paperwork, including witness statements, will be sent to all involved in the case prior to the meeting.

The Disciplinary Committee decide to either uphold the Headteacher's decision or rescind it. If it is upheld the parents have the right to appeal to the LA.

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