

Bramley Church of England Primary School

# Behaviour Policy

APPROVED AND ADOPTED

Written by: *Steve Moore*

Date: May 2023

Governors Signed \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signed \_\_\_\_\_ Date: \_\_\_\_\_

Next Review Date

May 2025

## Policy Statement

Bramley Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy has been created using our Behaviour Principles Written Statement and guides staff to teach self-discipline not blind compliance. It echoes our core values of **Compassion, Friendship** and **Respect** with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

*"Be kind, compassionate, and forgiving to each other, in the same way God forgave you in Christ."*

EPHESIANS 4:32

## Our Vision

**At Bramley, we are a COMPASSIONATE, nurturing school which enables everyone to flourish feeling confident in their uniqueness, being FRIENDS with others and showing RESPECT for all, whilst making a positive contribution to God's world.**

We actively encourage children to be reflective about their learning, behaviour, beliefs and values and to develop a sense of personal responsibility alongside the motivation and aspiration to learn and improve.

Through a combination of research and collaboration with stakeholders, we have identified five prominent learning behaviours which will effectively support our aims for our children. These can be grown through every subject across each year group and will provide a foundation for pupils to learn effectively and thrive throughout their schooling and into the workplace of the future. They are Reflective, Resilient, Creative, Independence and Ambitious.

## Our Ethos

The values of **Compassion, Friendship** and **Respect** guide the decisions we make whilst we strive to create a school where all children can flourish academically, socially and morally. Every child should feel respected and valued within our school community – indeed a community which is built on mutual trust and respect for all.

We want our children to feel love for themselves and the world around them; to have high levels of self-esteem; and to show tolerance, compassion and generosity towards others.

We strive for our children to be respectful and active citizens, where they understand the impact that their actions can have both within the school and wider community. Ultimately, we hope that our school's Christian values will enable our children to be self-motivated members of society who look to make a positive contribution wherever they can.

We also look to instil a sense of courage and resilience in our children. At its best, learning is hard; it is challenging and full of mistakes and obstacles. We encourage our children to be brave and to know that mistakes are expected, respected and part of the learning process.

We encourage compassion in every aspect of our children's learning and understand that every child has different needs, strengths and weaknesses.

We want to ensure that every lesson counts for every child.

### **Aims of the policy**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose Christian values of **Compassion, Friendship** and **Respect** are built on mutual trust and respect for all.

The aim of schools is "to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive." UNICEF (2015)

At Bramley we aim:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To actively promote and recognise desirable behaviours.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **What we do to encourage good behaviour in Bramley:**

- We make clear our expectations of good behaviour.
- We use three clear rules: Make the right choice, Use your words and turn it around.
- We encourage children to take responsibility for their own actions and behaviour.

- We praise and reward good behaviour both privately and publicly.
- We discourage unsociable behaviour by promoting mutual respect.
- We facilitate reflective discussion and provide the opportunity to *turn it around*.

**The children's responsibilities are:**

- to reflect Bramley values at all times
- to follow the school rules
- to work to the best of their ability and allow others to do the same

**The parents' responsibilities are:**

- to foster good relationships with the School
- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in School
- to support the School in the implementation of this Policy and commit to wider school values.
- to offer a framework for spiritual, moral, social and cultural education

**The staff responsibilities are:**

- to treat all children fairly and with respect
- to raise children's self-esteem to enable them to flourish
- to provide a challenging, interesting and relevant curriculum
- to create a safe and purposeful environment, physically and emotionally
- to use rewards and sanctions clearly and consistently
- to be a positive role model
- to form positive relationships with parents so that all children can see that the key adults in their lives, share a common aim
- to recognise that each child is an individual, and provide additional support as needed to support individual needs.
- to offer a framework for spiritual, moral, social and cultural education
- to keep accurate records of ongoing behaviour incidents

**Approach to managing and teaching behaviour:**

At Bramley, we recognise consistency as a key principle which guides our practice. This includes ensuring:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

### **Expectations of all staff:**

- 1) Meet and greet at the door.
- 2) Use consistent language including 'Ready, Respectful, Safe' and our 3 'school rules'.
- 3) Model positive behaviours and build relationships.
- 4) Plan lessons that engage, challenge and meet the needs of all learners.
- 5) Use a visible recognition mechanism throughout every lesson.
- 6) Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7) Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8) Never ignore or walk past learners who are behaving badly.

### **The Executive Headteacher's and Senior Leader's responsibilities are:**

- to determine the measures on tackling behaviour with due regard to the law.
- to implement the policy and ensure all staff are aware of their responsibilities and are given appropriate training and support.
- to ensure that staff recognise any inappropriate behaviour incidents that may occur and know how to challenge behaviour issues within the guidelines of this policy.
- to ensure that staff are aware of expectations to support and guide in modification of inappropriate or unacceptable behaviours.
- to authorise all fixed-term exclusions to individual children for serious acts of misbehaviour, following guidance from the Local Authority.
- to act in accordance of the Exclusions policy and authorise permanent exclusion of a child, if repeated or very serious acts of behaviour occur. Such serious action is only taken after the Chair of Governors and LA have been notified.

The Executive Headteacher/Executive Head of School are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. The Executive Headteacher/Executive Head of School will:

- Meet and greet learners at the beginning of the day

- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Take time to welcome learners at the start of the day

### **Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

### **How do we reward good behaviour?**

We recognise, praise and reward children for good behaviour in a variety of ways (appendix A):

- we give positive feedback
- we consistently promote mutual respect between children and others
- we give attention for success
- children are awarded House Points in a range of ways
- we have weekly Golden Book assemblies
- Termly Values Awards
- Gold, Silver and Bronze stickers
- In addition, those pupils who require Individual Behaviour Management Plans (IBMPs) may have their own reward system

### **What are our Sanctions?**

The School employs a number of sanctions as a consequence of negative behaviour, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation. **Staff will always deliver sanctions calmly and with care.**

To ensure clarity, we use our flowchart (appendix B) to support our decision making when managing negative behaviour. For the glossary of terms, see Appendix C.

### **Severe Behaviour**

If the incident is deemed serious and/or the safety of a child has been compromised, the Executive Headteacher, Executive Head of School or their representative will be advised

immediately. In cases of severe behaviour parents will be contacted to discuss these issues and agree an action plan.

Shared Responsibility: Classteachers and SLT work together to identify pupils whose behaviour is regularly inappropriate or disruptive. When this is the case, an Individual Behaviour Management Plan (IBMP) is to be drawn up and shared with the parent. In addition, ABCC forms are completed to record incidents of poor behaviour. These are analysed in order to find patterns and reasons for such behaviour for it to be addressed. A IBMP may include:

- a home-school Behaviour Diary
- an Individual reward system
- a Behaviour Environment Checklist
- ABCC forms
- ELSA intervention
- External support
- a reduced timetable

At all times, the school will have due regard to guidelines and the law as laid down by Hampshire County Council and the Department for Educational Services, and will consult with the necessary departments and outside agencies where appropriate, particularly if serious behaviour issues may lead to exclusion.

Staff will have access to EPS (Education Personnel Services) under Appendix 18 of Manual of Personnel Practice. These guidelines may be used when there are concerns about unacceptable behaviour from or between adults. Staff may also follow the County's Whistle Blowing Policy where required.

### **Fixed-term and permanent exclusions**

Only the Executive Headteacher or Executive Head of School has the power to exclude a pupil from school. The Executive Headteacher or Executive Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. A re-integration meeting attended by the Executive Headteacher or Executive Head of School (or other designated members of staff), parent and pupil must be held before a pupil returns to school from a fixed term exclusion. The Executive Headteacher or Executive Head of School may also exclude a pupil permanently. It is also possible for the Executive teacher or Executive Head of School to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher or Executive Head of School excludes a pupil, the parents are informed immediately, and given reasons for the exclusion. At the same time, they makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal.

See the Exclusion Policy for further information.

## **Bullying**

The School does not tolerate bullying of any kind. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If we do discover that an act of bullying or intimidation has taken place, we act immediately to limit the likelihood of any further occurrences of such behaviour. Though sanctions may sometimes be appropriate, we believe that it is also appropriate to give support and counselling to both the bully and the victim. In all cases the parents of both parties will be kept informed. See the Anti-Bullying Policy for further details.

## **Positive Handling**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The School has a separate 'Physical Intervention Policy'. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines and school policy on the restraint of children.

## **Monitoring**

The Executive Head of School and Executive Head Teacher monitor the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in the class file. Team leaders keep records of referred behaviours. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to class teachers or team leaders accordingly.

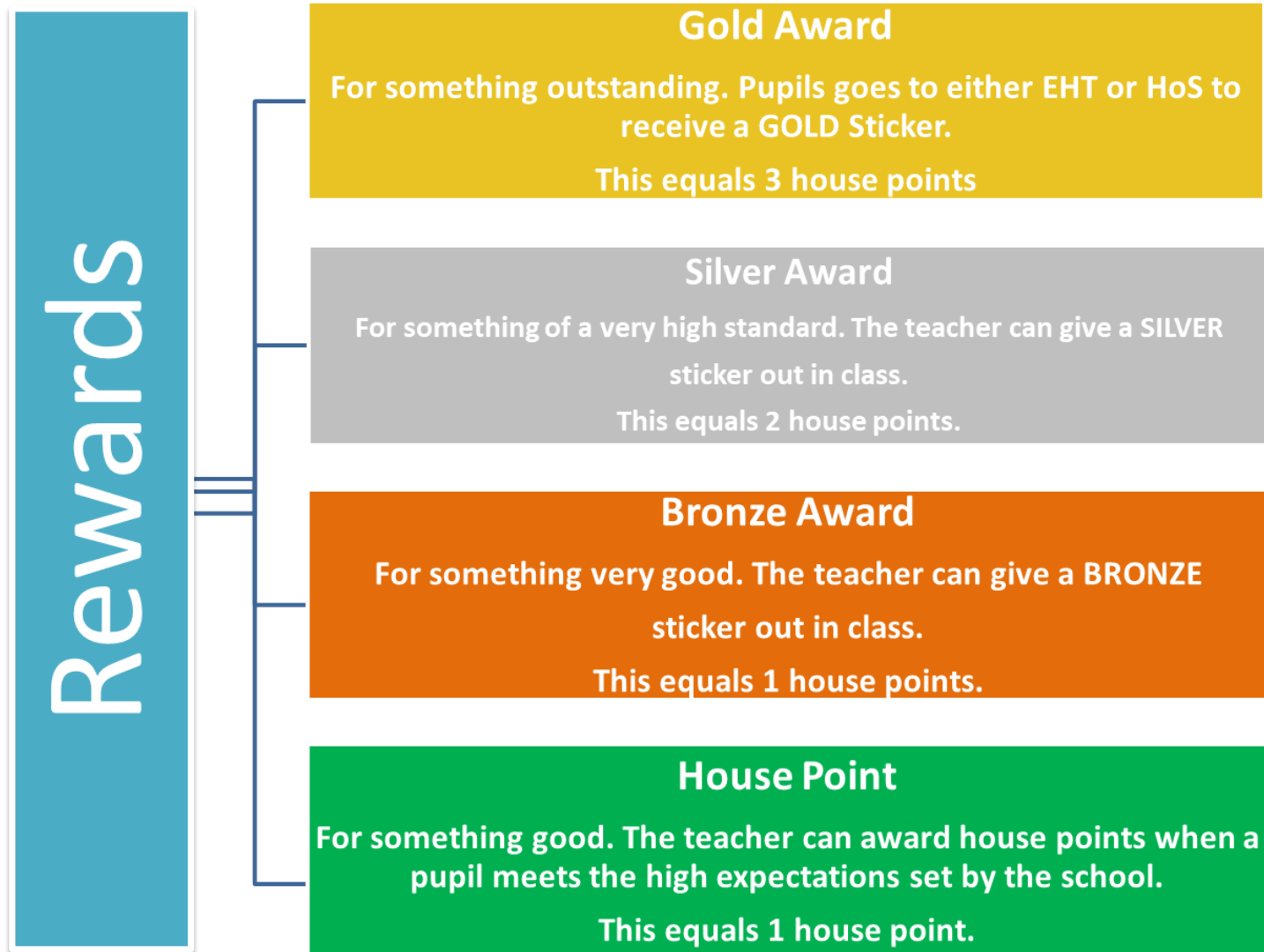
The Executive Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The Governing Body reviews this policy every four years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Appendix A – Achievements and Behaviours that may invite reward\*



## Appendix B – Negative Behaviour Flowchart

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>a) Play fighting</li> <li>b) Talking when a teacher or another child is talking</li> <li>c) Interrupting/calling out</li> <li>d) Not following instructions</li> <li>e) Not listening</li> <li>f) Disrespecting property</li> <li>g) Not lining up correctly</li> <li>h) Wasting time during transitions</li> <li>i) Name calling</li> </ul>	<ul style="list-style-type: none"> <li>a) Not turning around level 1 behaviours</li> <li>b) Refusing adult direct instruction</li> <li>c) Swearing</li> <li>d) Being over-physical with a pupil</li> <li>e) Leaving class without permission</li> <li>f) Back chatting an adult</li> <li>g) Shouting at an adult</li> </ul>	<ul style="list-style-type: none"> <li>a) Not turning around level 2 behaviours</li> <li>b) Deliberate physical violence towards a child</li> <li>c) Physical violence to adults</li> <li>d) Deliberate discriminatory comments</li> <li>e) Bullying (on-going)</li> <li>f) Theft</li> <li>g) Vandalism</li> <li>h) Leaving the school without permission</li> </ul>	<ul style="list-style-type: none"> <li>a) Not turning around level 3 behaviours</li> <li>b) Repetitive extreme aggression towards other members of the school community</li> </ul>
<div style="text-align: center;"> <div style="background-color: #4f81bd; color: white; padding: 5px; margin-bottom: 10px;">1) Redirection</div> <div style="font-size: 2em; color: #4f81bd; margin-bottom: 10px;">↓</div> <div style="background-color: #4f81bd; color: white; padding: 5px; margin-bottom: 10px;">2) Reminder– Initials on the cloud and 20 minute target set</div> <div style="font-size: 2em; color: #4f81bd; margin-bottom: 10px;">↓</div> <div style="background-color: #4f81bd; color: white; padding: 5px; margin-bottom: 10px;">3) Caution <i>(record level 1)</i></div> <div style="font-size: 2em; color: #4f81bd; margin-bottom: 10px;">↓</div> <div style="background-color: #4f81bd; color: white; padding: 5px; display: inline-block;">Failure to turn it around</div> <div style="font-size: 2em; color: #4f81bd; margin-left: 10px;">→</div> </div>	<div style="background-color: #4f81bd; color: white; padding: 10px;"> <p>4) Time Out If a pupil fails to turn around level 1 behaviours or if they commit any of the above actions, they will be sent to speak to the Phase Leader. The sanctions may include:</p> <ul style="list-style-type: none"> <li>Miss a playtime or lunchtime</li> <li>Reflection Conversation</li> <li>Work away from their classroom <i>(Record level 2)</i></li> </ul> </div> <div style="text-align: center; margin-top: 10px;"> <div style="font-size: 2em; color: #4f81bd;">↓</div> <div style="background-color: #4f81bd; color: white; padding: 5px; display: inline-block; margin-top: 10px;">Failure to turn it around</div> <div style="font-size: 2em; color: #4f81bd; margin-left: 10px;">→</div> </div>	<div style="background-color: #4f81bd; color: white; padding: 10px;"> <p>5) Internal Referral: If a pupil fails to turn it around level 2 behaviours, or commits any of the above actions they will be sent to the Executive Head Teacher, Head of School or representative. The sanctions may include:</p> <ul style="list-style-type: none"> <li>6) Reparation</li> <li>Parents informed</li> <li>7) Formal Meeting</li> <li>Fixed term exclusion including re-integration meeting. <i>(Record level 3)</i></li> </ul> </div> <div style="text-align: center; margin-top: 10px;"> <div style="font-size: 2em; color: #4f81bd;">→</div> </div>	<div style="background-color: #4f81bd; color: white; text-align: center; padding: 20px; font-weight: bold; font-size: 1.2em;">Permanent exclusion</div>

## Appendix C – Glossary of Terms

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	<p>Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Offer a positive choice to do so.</p> <p>Learner is given a final opportunity to reengage with the learning / follow instructions. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.</p>
5) Internal referral	At this point the learner will be referred internally to another room in for the remainder of the lesson. All internal referrals must be recorded on CPOMs
6) Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Formal Meeting	A meeting with the teacher, learner, parent and EHT or HoS, recorded on CPOMs with agreed targets that will be monitored over the course of two weeks.