BEHAVIOUR POLICY

Brixworth CEVC Primary School
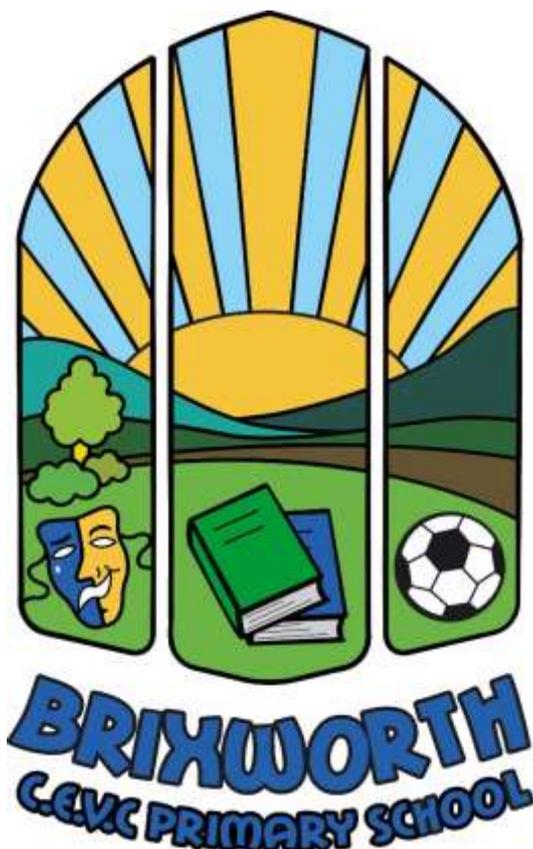
Approved by:	Governing Body
Last reviewed on:	January 2024

School Mission

Be the best you can be – academically, socially, emotionally, physically and spiritually within a safe, healthy, inspirational and enjoyable environment.

Equality Statement

The school is committed to the principles of equality and under this policy no person will be treated less favourably on grounds of: race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

● Education Act 1996

● Education Act 2002

● Equality Act 2010

● Education and Inspections Act 2006

● Health Act 2006

● Voyeurism (Offences) Act 2019

● The School Information (England) Regulations 2008

● DfE (2016) 'Behaviour and discipline in schools'

● DfE (2021) 'Keeping children safe in education 2022'

● DfE (2018) 'Mental health and behaviour in schools'

● DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

● DfE (2013) 'Use of reasonable force'

Aims

- To create a safe, calm and happy environment for pupils and staff at school
- To foster positive and caring attitudes and relationships amongst members of our school community
- To value all achievements
- To enable all our pupils to achieve their potential as learners
- To encourage pupils to accept responsibility for their behaviour
- To embed the values of modern-day Britain in a Christian setting
- To help pupils to develop a sense of right and wrong
- To make boundaries of acceptable behaviour clear to everybody

- To maintain a consistent approach to behaviour for most pupils throughout the school, working closely with parents, carers and wider professionals if needed.
- To ensure bespoke provisions for some pupils with complex SEND are clear to all staff

Brixworth CEVC Primary School –Rules and Values

All members of our school community are determined that if we all follow the **Rules and Values** then our behaviour will ensure our aims are achieved.

Our Rules:
Be safe
Value Learning
Care for ourselves and others
Respect what belongs to us and others.

Our Values:

Love	Service
Peace	Forgiveness
Courage	Truth
Thankfulness	Kindness

All school staff, pupils and parents are clear about the behaviour we expect of pupils in school.

Pupils work with their class teacher at the beginning of the school year to establish a class charter which is then displayed in classrooms.

Encouraging good behaviour

At Brixworth CEVC Primary School, we encourage good behaviour in the following ways. (This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour):

- having clear shared expectations of good behaviour
- providing children with opportunities to succeed and share their achievements during class and in celebration assembly
- teaching children about their rights and responsibilities
- encouraging pupils to take responsibility for their behaviour
- promoting mutual respect through PSHE & assemblies
- providing opportunities to talk with a member of staff, if required
- building a partnership with parents or carers
- Positive reinforcements of good behaviours is shared and valued.

Giving praise is done thoughtfully so as to be effective.

When encouraging good behaviour, we aim to:
- look for opportunities to praise pupils
- send pupils to show other adults or pupils their achievements and let them hear us talking positively about them to others

- make praise descriptive rather than bland eg. 'I really likes the way you...'
- relate the praise to the learning objectives, success criteria or to a pupil's individual learning targets when praising work
- relate praising behaviour to the school or classroom rules or the school's values.

Managing inappropriate behaviour
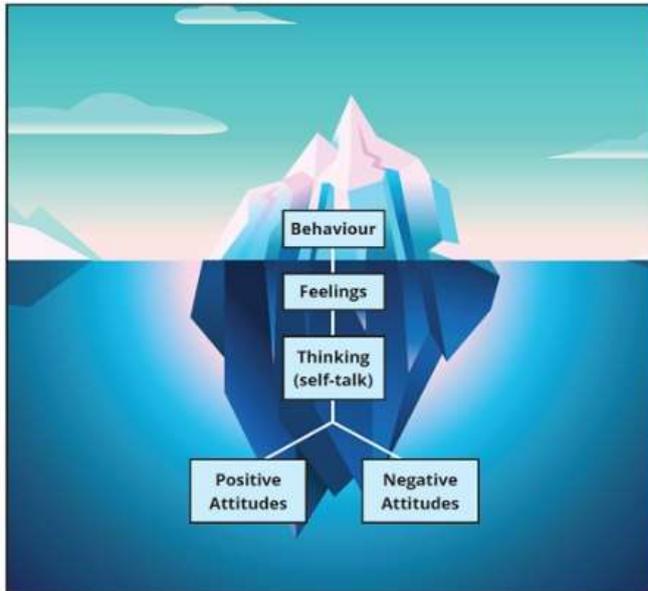
All behaviour is a form of communication.

Acknowledging a pupil's feelings shows empathy, makes them feel cared for and less likely to seek attention by engaging in negative behaviours.

When managing inappropriate behaviour, we aim to:

- always remain calm and objective
- anticipate behaviour and try to prevent it from re-occurring
- encourage children to think about their responsibility and the rights of others
- make the distinction between the behaviour and the pupil. Say '*that was not a sensible thing to do'* rather than *'you are not sensible'*
- try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- communicate empathy by reflecting their viewpoint back so as to defuse the situation. Ask: 'I wonder' questions and include language related to emotional states to develop the child's emotional literacy skills longer term.
- discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- avoid nagging and lecturing as it feeds pupils who are hungry for adult attention
- apologise when we make mistakes
- recognise the individual needs of our pupils and respond appropriately.
- Use of zones of regulation with child to help them identify which zone they are and what tools they can use to get back to the green zone.

Rewards

Following our **Rules and Values** ensures that all of our community feels safe, valued and ready to learn. Rewarding children for demonstrating excellent behaviour comes in many forms and this list is not exhaustive.

We aim to:

- give praise both verbally and through marking in books
- use stickers and stamps
- award Pupil Points to pupils who have consistently kept the values of the school. Pupil points are then totalled at the end of the week. The class earn pom poms depending on the number of pupil points they have earnt and a jar is filled (see below).
- give a small prize from the 'box of goodies' at the end of the week for the pupil with the most pupil points in each class
- For KS2 and Year 2 identify a child in each class for being the star reader, star in handwriting, star speller and star at times tables. In year 1 there should be a star in number bonds. This can be for scores, effort or progress.
- give a weekly Star of the Week trophy for a pupil in each class who has consistently made the right choice or excelled over the week
- value children who produce outstanding work or for effort. They will show the Headteacher this learning and receive a gold HT award sticker
- award certificates and "Bees" as part of our weekly Celebration Assembly to pupils who have demonstrated one or more of the school values during that week
- send praise letters home to individuals who demonstrate our rules and values in school.
- take the time to speak to parents when a child has had a particularly successful day.

Rewards will be collated on an excel spreadsheet at the end of the week to enable teachers to keep a record of the number of rewards each child has received during their time in our school.

Jar
Each class works towards filling a jar with tokens (pom poms). Tokens are achieved by attaining an agreed number of pupil points.
Pupil points are then totalled at the end of the week.
In KS1 - 5 pupil points equates to a token in the jar
In Years 3 and 4 - 10 pupil points equates to a token in the jar
In Years 5 and 6 - 20 pupil points equates to a token in the jar

Once the jar is filled, all the class receive a special reward which will have been chosen by the pupils e.g an extra playtime. The aim is each class will receive 2-3 reward times per half term. Children will be asked for ideas about what they would like their reward time to involve.

Consequences for behaviour that breaks the school rules or values

At school there is a hierarchy of sanctions for dealing with incidents. Minor incidents become more serious through repetition.

It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably. All behaviour incidents are recorded in individual staff's yellow book. The incident, action and consequence should all be recorded. These are then collected weekly by the HT and DHT for monitoring purposes.

Whilst dealing with unacceptable behaviour we will ensure that **adults remain calm and do not shout.**

If behaviours become more serious or unsafe behaviours/bullying incidents are evident, these are recorded in line with our safeguarding reporting arrangements.

All sanctions should be immediate.

As a school we recognise that inappropriate physical or verbal behaviours can be indictive of peer on peer abuse. Staff receive regular training on how to recognise and respond to these behaviours and a zero tolerance approach is taken at our school.

 Behaviour scale

Minor incidents will work through the steps, with repeated offences missing steps as appropriate. Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening.

Serious incidents will by-pass earlier steps as deemed appropriate by the Head Teacher. Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises/shout, swearing, physical outburst, rudeness to adults/pupils.

Child on Child Abuse

Child-on-child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017).

All staff should be aware that child-on-child abuse takes many forms. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying), please refer to school's separate Anti Bullying Policy
- Physical abuse
- Sexual abuse
- Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting
- Initiation / hazing type violence and rituals
- Gender-based violence
- Relationship abuse (including domestic violence) where abuse takes place within existing intimate relationship(s)
- Non-consensual sharing of nude and semi-nude images and videos

All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that young people may be abused out of school but should not minimise the potential risks of child-on-child abuse within school too. **Any concerns that a child may be at risk of child-on-child abuse must be reported to a senior member of staff and logged in line with the school's safeguarding reporting procedures.**

Restrictive Intervention

Occasionally, if pupils are physically endangering themselves or others, they will require physical intervention (see policy on Restrictive Intervention). If this occurs, pupils are removed to another area or other pupils are removed from the area. Some members of staff are trained to use recognised Team Teach methods, a list of whom is found in the School Office.
If physical intervention has been used with a child a Positive Handling Plan will be written with the aim of reducing the need for future physical intervention.
It should be noted that all staff members, including those who have not been Team Teach trained, can use appropriate and proportionate force if a child is a danger to themselves or others.

Suspension and Exclusion

Please refer to our separate Suspension and Permanent Exclusion Policy.

Roles and responsibilities

Pupils are responsible for:
- working hard and allowing others to do the same
- treating others with respect
- taking responsibility for their behaviour
- following the instructions of school staff
- taking care of the school environment
- sorting out problems by talking them through.

Parents are responsible for:
- letting the school know of any special circumstances that may affect their child's behaviour
- supporting the school's expectations of behaviour
- coming to see the class teacher, phase leader, Inclusion Manager or head teacher if they are concerned about their child
- fostering a good relationship with the school.

School staff members are responsible for:
- creating a safe and stimulating school environment and providing a curriculum that enables all pupils to achieve their potential as learners
- providing clear rules and routines for pupils
- treating all pupils with respect and dignity, modelling appropriate behaviour to pupils
- acting decisively and consistently when dealing with inappropriate behaviour
- remaining calm when dealing with inappropriate behaviour
- forming positive relationships with parents, informing them of expectations of behaviour
- maintaining records of behaviours in the yellow book or My Concern (if appropriate)

The Senior Leadership Team is responsible for:

- ensuring that all members of the school community – pupils, staff, parents and visitors – are made aware of the school's behaviour policy
- ensuring the Behaviour Policy is implemented by all staff
- insisting that all staff are consistent in their approach to behaviour management
- monitoring behaviour throughout the school.

The Governing Body is responsible for:

- familiarising themselves with the school's behaviour management ethos
- ensuring the school has an up-to-date Behaviour Management Policy
- permanent exclusions – See separate policy document.

This Policy is to be reviewed every year.