

BEHAVIOUR POLICY

Brixworth CEVC Primary School



Approved by:

Date: September 2019

Last reviewed on:

September 2020

Next review date:

September 2021

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.

Aims

- To create a safe, calm and happy environment for pupils and staff at school
- To foster positive and caring attitudes 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 throughout the school, working closely with parents and carers.

Brixworth CEVC Primary School –Rules and Values

The staff and pupils have 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:

Respect

Inclusion

Excellence

Aspiration

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.

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
- 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 makes them feel cared for and less likely to seek attention for negative behaviours.

When managing inappropriate behaviour, we aim to:

- always remain calm and objective
- anticipate behaviour and try to prevent it from 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 a silly thing to do'* rather than *'you are silly'*
- 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
- 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.

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 and a jar filled with these pupil points (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 value balloons 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.

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. 5 pupil points equates to a token in the jar; 10 points=2 tokens; 15 points = 3 tokens etc. 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

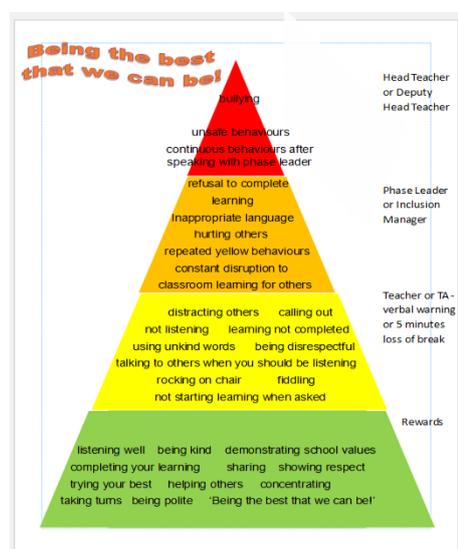
At school there is a hierarchy of sanctions for dealing with incidents. Minor incidents become more serious through repetition.

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.**

All sanctions should be immediate.

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, swearing, physical attacks, rudeness to adults/pupils.

Restrictive Intervention

Occasionally, if pupils are physically endangering themselves or others, they will need to be restrained (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.

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.

Exclusion

In extreme cases, where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour, the school will take the following steps to exclude the pupil:

1. school-based behaviour modification strategies and sanctions
2. support from outside agencies
3. internal exclusion where a child works outside of the classroom
4. fixed term exclusion

5. permanent exclusion.

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 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.

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.

Policy to be reviewed every year.