



BROUGHAM PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION

This policy has been developed following consultation with staff, parents and pupils. It has been written in compliance with section 89 of the Education and Inspections Act 2006. The policy aims to produce a common and consistent response from all staff, creating an ethos of positive behaviour and self discipline and also giving clear guidelines to children. Its purpose is to ensure that every member of the school community feels valued and respected and that each child is treated fairly.

AIMS

- To promote good relationships and help everyone to work together in an effective and supportive way.
- Create an environment where people feel safe and secure and children want to learn
- Develop an ethos of kindness and co-operation
- Encourage children to become positive, responsible and independent members of the school community
- Promote good behaviour rather than deter poor behaviour
- Enable our children to acquire the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

APPROACH

- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care. We encourage children "To be the best they can be"
- We will maintain high expectations of behaviour, and will challenge behaviour that is not acceptable.
- All staff will use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- There are clear expectations for pupil behaviour set out in a simple set of Whole-School Rules.
- All staff should take opportunities to draw attention to children doing well and comment positively.
- We will work with Parents, other schools, agencies and the LA to support Positive Behaviours.

WHOLE SCHOOL RULES

Our school rules are:

Follow instructions

Be kind and helpful

Be Gentle
Listen
Work hard
Be honest
Look after property

(The Foundation Stage have adapted class rules with age appropriate vocabulary)
Emphasis is placed on children achieving expectations rather than on negative responses. There is an ethos of " Catch them being good" . Children who behave as expected are rewarded. These rewards include:

- Praise / smiles
- Positive comment from an adult
- Brougham Bee Token/Housepoint
- "Quick"note home to parents/ carers
- Golden Time (Special Time for Nursery)

In addition to the above we have termly winners of the House points who receive a treat.

LUNCHTIME REWARDS

- Positive praise
- Yellow Brougham Bee tokens
- House points
- 1 pupil from each year group is selected each week by midday supervisors to dine at the Golden Table at the end of the week, plus 1 pupil from each key stage selected by the cook.
- Midday Supervisors will take pupils who misbehave to the Conflict Resolution Room.

GOLDEN TIME

Young children tend to find it difficult to look forward to long-term rewards, the use of praise is the immediate reward in all situations and stickers are widely used in Early Years. To help pupils see the longer-term benefits of good citizenship we have devised and set up a Reward structure that acknowledges good behaviours, attitudes and work ethics. Every half term pupils can choose from a range of activities at the beginning of each half term and work towards their "Golden Time" on Friday afternoon. Children are given 30 minutes Golden Time and all or part of this time can be withdrawn to complete work or make up for lost time due to unacceptable behaviour. Children will be able to earn lost time back.

It is expected that the activities have a learning value both academically and socially, and can include games, computers, Art, Sport etc in their own classroom or with pupils in other classrooms.

BROUGHAM BEE TOKEN REWARD SYSTEM

We operate a Brougham Bee Token Reward System, which rewards good work and positive behaviours. Children put their names on the backs of the tokens and place them into a class container.

During Praise Assembly representatives from each class randomly select a token from the container and read the pupil's name on the back of the Superstar token. The 'winning' pupil can select a prize from a varied selection at the front of the hall.

HOUSE POINT SYSTEM

- The whole school is divided into four House Groups. Each group has a full cross-section of children from the whole school.
- Each class has a colour record table which is counted weekly.
- On the morning of Praise Assembly, the house points are collected and the points are accumulated toward a termly reward.
- The houses are Mars (red), Neptune (blue), Venus (green) and Jupiter (yellow).

PRAISE ACHIEVEMENT ASSEMBLY

Our School has developed a weekly Assembly where achievement from every class is celebrated. Pupils and teachers can nominate a piece of work to go in the "Golden Box" for sharing with the school in Assembly. Brougham Bee tokens will be drawn

The House points will be collated

Attendance is rewarded. A cup is presented and attendance displayed allowing classes to compete against each other. If a class has achieved 100% attendance the whole class will be rewarded with edible treats.

Pupils who have dined on the 'Golden Table' each Friday are also recognised within this assembly.

For those children who choose not to behave as expected there are a series of consequences. Every class has a designated partner class. The behaviours that may incur consequences are: Refusal, shouting out to disrupt the class (not obscenities), racists incidents*, bullying ** inappropriate body language, inappropriate refuse e.g. tutting, huffing and puffing, rolling eyes. Emphasis is put on choice when there is a need for a consequence in order for the child to be encouraged to choose the right behaviour.

As a result of these behaviours:

Verbal Warning - Rule reminder

Child to be made aware of rule that has been broken and given a choice to either follow the rule or move to the next consequence.

Visual Warning

Staff member to record the child's name either on whiteboard/clipboard. Each mark recorded represents one minute loss of play time or lunch time (up to 5minutes).

Loss of 5 minutes Golden Time

If the low-level disruption/behaviour continues without escalation, child loses 5 minutes Golden Time and has 5 minutes out of class.

Forced Alternatives

If the low-level disruption/behaviour continues without escalation, one forced alternative is given (the choice of this is up to the teacher, between Red Card or removal of a privilege i.e. After-school activity). Before the consequence is issued, children are given 5 minutes to correct their behaviour.

*N.B. If the child corrects the behaviour at any point during these consequences, they **must** complete missed work in their own time.*

After-school Detention

Detention to be issued by class teacher after discussion with Team Leader.

Early years

1st Consequence Warnings (up to 2) and loss of Golden Time

2nd Consequence Child is put on a "think spot" and are expected to explain (with support if necessary) why they have been placed there.

3rd Consequence Red Card. If a child goes on to the Think Spot twice they receive a red card and go to partner class. This is also used for inappropriate language or refusing an adult.

If a pupil is adversely affecting the learning of others he/she will be removed from the class. In some extreme cases it may be deemed necessary to physically intervene for the safety of the child or the other children within the classroom. See Physical Intervention Policy

If necessary, with consultation with parents a child may be placed in internal exclusion within school or placed for a day in a neighboring school using BIP provision.

For pupils who display extreme behaviour, an Individual Behaviour plan will be written with staff and parents. This may include the use of the Thinking Room.

All classrooms will display these rewards and consequences and discuss them with the children as part of the PSHE curriculum.

LUNCHTIMES

Lunchtimes at Brougham Primary School are governed by the same positive principals. . Children are rewarded within the school reward system. However, children who misbehave are given time out and may be placed with the staff member who is running the red card room. If children persistently misbehave at lunchtimes, then parents will be informed and if necessary asked to take their child home for lunch for a short period of time.

CONDUCT OF PUPILS OUTSIDE THE SCHOOL GATES

If necessary the school will discipline pupils for misbehaving when the pupil is:

- Taking part in a school related activity
- Travelling to or from school
- Wearing a school uniform or is clearly a member of this school

This is when the behavior :

- Could have repercussions of running the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

PARENTS

The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If a teacher has concerns or queries about a child they may talk to parents at any time

on an informal basis.

Review Spring 2019

*See also the policy for Racism

**see also policy for bullying

- Managed Move Protocol For children at risk of exclusion, it is the policy of the Stranton Academy Trust to have children take 'a guest place' in a different school within the Trust. This is a short term measure intended to ensure a child can continue to be educated in times of difficulty.