



Bramford
PRIMARY SCHOOL

Behaviour Policy

Date: October 2021
Review Due: October 2022



Behaviour Policy

Here at Bramford we believe that every child has a right to be happy, feel safe and have individualised learning. Our policy is values based which are 'lived and breathed' in all aspects of school life. They are displayed around school, in classrooms and are referred to widely.

The aims of our policy

- To create an environment where all pupils and staff are respected, feel safe, treated fairly and feel valued. We do this by ensuring the policy works alongside and encompasses our Values Based Education.
- Our expectations are based on the focus of positive actions and language. The emphasis therefore is on good actions/choices rather than what children should not do.

Everyone at Bramford is responsible for the behaviour and our policy is designed to enable us all to live and work together. However, as an inclusive school, we recognize that all children are individuals with specific needs. So within our consistent approach there is room for flexibility to address the needs of all our pupils.

We strongly believe that a happy, successful school relies on consistency and high expectations of behaviour. "Values are the principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others" (Neil Hawkes – Values-Based Education Limited).

We use emotion coaching and a nurturing approach with pupils to encourage and embed good choices and strategies for life.

Main objectives of the policy:

- To promote an agreed set of values that develop a positive learning culture and positive behaviour in all areas of school life.
- Teachers use a consistent system, where structures and procedures are understood by all.
- To develop self-esteem and self-discipline so all pupils take responsibility for their own choices/actions/behaviour.
- To ensure all pupils feel safe and happy and that clear boundaries for acceptable behaviour is understood.
- To have clear consequences and disciplinary procedures in place.
- That all pupils understand our values (Respect, Tolerance, Honesty, Pride, Self-belief, and Independence) and why positive behaviour is expected in our school.
- Pupils are rewarded and acknowledged for positive behaviour and choices.
- Values are visual and evident in all aspects of school life.
- Each class will display and refer to class rules.

Consequences of Misbehaviour

Procedures are in place for pupils who make the wrong choice about their behaviour and so do not follow the agreed school values.

Pupils are given several opportunities to modify behaviour to reflect our positive values.

In lesson behaviour:

- a) Stage 1 – Given verbal warnings, using positive behaviour language relating to values made explicitly clear.
- b) Stage 2 – If poor behaviour continues then pupils move to work on reflection table.
- c) Stage 3 – Continued actions result in pupils being given time out to reflect on behaviour choices. (Time out – with SLT member 5 to 10 minutes). Pupils return to class to put situation right.
- d) Stage 4 – Pupil again does not make right choice about behaviour resulting in isolation. Pupil is sent to Pastoral Manager/Assistant Head. (Isolation will take place in the learning zone for half or whole day. Parents will be informed at this stage. Continual periods of isolation could lead to exclusions).

Any behaviour deemed to be of a serious nature will result in above procedures being superseded and the pupil being sent to SLT directly. This may also result in the child being sent home immediately whilst a decision is made as to possible exclusion.

Playground behaviour

Pupils who misbehave and do not follow our values at play time or lunch time will face the following consequences:

- a) Stage 1 – Warning (Due to incident Stage 1 may not be used).
- b) Stage 2 – If continues (or incident more serious) a RED CARD will be issued.

Red card will be given to class teacher who will discuss incident with child, report it to parents at the end of the day, will log into class charts.

Red card at play time = loss of next day's play.

Red card at lunch time = loss of next day's lunch time.

(Detentions will take place in learning zone).

All incidents will be recorded on class charts from Stage 2 onwards.

Serious behaviour issues

Where more serious behaviour issues occur, incident sheets will be completed by adult who witnessed event. These will be given directly to Assistant Head Teacher/Phase Leader who will decide on outcome. In cases of serious behaviour, such as fighting, racist language, homophobic language, sexist language, damage to property, a child may be sent directly to SLT without warnings, this may result in the child being sent home immediately pending an exclusion (individual logs kept of proven bullying, racist, homophobic incidents).

PSP (Pastoral Support Plans)

Where pupils display continual behaviour concerns, and are at risk of or have been excluded in the past, then a PSP may be used to modify behaviour choices. This often means pupils are placed on a report to help them successfully access school life.

Ride (Reduction in Pupil Entitlement)

If following a period on PSP a child is still giving cause for concern or experiencing exclusions then RIPE will be considered.

A “ripe” is a reduction in school hours (part time table).

This is used to prevent the child being permanently excluded.

Exclusions

Our positive behaviour policy uses both internal and external exclusions in response to unacceptable behaviour incidents and an extreme/single serious incident.

Exclusion from school is a severe consequence and is designed to express to both parent/carer and child that unacceptable behaviour has taken place and will not be tolerated.

(Exclusions could also lead to withdrawal of offers to attend off site activities such as trips and residentials).

Internal Exclusions

These will be for 1 – 3 days where pupils spend time in the learning zone to do their work and will gain no social time.

Fixed Term Exclusion

(In line with DCSF Guidelines Autumn 2008)

1. For some children the route to exclusion from school may take a period of months, whereby a child accumulates a series of ‘misbehaviours’ which are not consistent with the school values or disrupt or prevent the education of the majority of the children in the class. Before exclusion occurs it is assumed that all other sanctions have been tried and failed, leaving no other alternative.
2. The other route to exclusion can be due to an action in school which requires an immediate response when the child has:
 - Deliberately physically injured another child
 - Verbal or physical abuse
 - Deliberately caused damage to the school property
 - Demonstrated behaviour of malicious intent.

Permanent Exclusion

This final action may be as a result of accumulating a series of ‘fixed term exclusions’ or for a single serious offence (which may come from a child with no previous history). When a child reaches this final stage, it is the expectation of the Head of School that his/her professional judgement is accepted. The Governing Panel will be called and procedures will take place in line with DCSF directives.

Restraint of Pupils

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil requires 1 – 1 support or positive handling.

Please refer to restraint policy.

Peer on Peer Abuse/Sexual Violence Harassment

All staff have been trained on peer on peer abuse and as a school we will ensure strategies are in place to ensure the perpetrator and victim are separated, rooms not shared or in same activities.

Rewards

We recognize and celebrate good behaviour, attitudes, successes and choices in a number of ways:

- All adults praising and congratulating pupils with verbal praise and acknowledgements.
- House points – awarded to individuals:
House points are used in Years 1 – 6 and pupils remain in the same house throughout their time at Bramford. House points can be awarded by any adult in the school and can be for a whole host of reasons; showing manners, being kind, helping out, walking sensibly, being polite, showing great attitude to learning, being caring and so on.
Regular house point's events take place each year and the winning house (announced on Founders Day) receives a prize.
Each week, house points are updated and are recognized in celebration assemblies. Individual rewards for house points are also given (from Sept 17).
- Celebration assemblies weekly to share success of pupils both in and out of school. Values awards are also given out.
- Stickers/stamps from Head, Deputy, Assistant Head.
- Head Teacher awards – pupils sent to Head with outstanding work/actions/attitudes and so on. Pupils access 'prize draw' and postcard is sent home.
- Effort Stars – pupils are awarded these by class teachers. Stars displayed in school and pupils access hour off timetable with special reward; this is known as Griffin Golden Time. Postcards are sent home.
- Termly certificates of merit – at the end of each term, class teachers choose 3 pupils who receive acknowledgement and recognition for their hard work and commitment to learning.
- Sports Awards – postcards for pupils showing improvement, participation, effort and attitude. Termly certificates.

Roles and Responsibilities

We believe strongly in giving pupils roles and responsibilities in school to develop character as well as promote our core values with all pupils.

Within school we also have:

- School Parliament (School Council)
- Head Boys and Girls
- Sports Leaders
- Reading Buddies
- Anti-Bullying Ambassadors
- Play Leaders
- Eco Council
- House Managers
- Lead Learners (in each class which changes half termly from September 2017)
- Librarians
- Technology Monitors
- Lead Broadcasters
- Learning Council

Good parental involvement and communication is vital for children to reach their potential and we will inform parents of concerns. A home school agreement will be issued at the start of every academic year.

Every day is a new day and a new start. We see each new day as a fresh start so that all pupils have the opportunity to make good choices going forward.