

Brough Primary School



Behaviour Policy

Policy Date	January 2020
Policy Review Date	January 2022
Lead Person	Sarah Fraser

Read in conjunction with the exclusion policy.

Aims of this Policy

- To create a calm purposeful environment which encourages and reinforces good behaviour
- To develop high standards of work and behaviour.
- To promote the values of respect, co-operation, self-discipline, consideration and responsibility which underpin good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To provide clear guidance to staff, governors, children and parents about the school's code of practice.
- To prevent all forms of bullying amongst children and deal with any incidents, if they do occur, as quickly as possible.

General Guidance

- All staff will lead by example reinforcing expected behaviour.
- All staff will treat all children with equal respect, being calm and polite.
- Good behaviour should always be expected and valued.
- Children should be encouraged to adopt a problem solving approach, taking responsibility for their own behaviour.

Brough Star Achievements

In order for all children to achieve success at Brough Primary School, it is necessary for children to feel safe and secure, be treated with respect and most importantly, to learn to the best of their ability. Our school rules **reflect** this ethos and **form the basis** of the achievements we would like our children to aim towards.

- **To be kind and helpful**
- **To work hard**
- **Well-presented work**
- **To be a good listener**
- **To be independent**

Achievement points Recording

Achievement points are recorded by the children in their own classrooms. Any member of staff can award achievement points and there is always a weekly focus (i.e. work hard). Children colour in or tally against an achievement using a class grid of points.

Achievement points: Celebration

Achievement points are collated at the end of the week and achievement certificates are awarded in the whole school assembly (KS1, Lower KS2 and Upper KS2 class winners and the individual/s from each class). This is alongside a range of 'Head Teacher' awards and the reading out of 'Golden' names (children who have gone into the Head teacher's 'gold' book that week for their achievements).

A 'Proud Cloud' celebration postcard will be awarded to one child per class, per week. The postcard is sent home and remains a surprise to the class until the following Monday when that child has received their postcard at home over the weekend.

Individual classes may give additional awards to celebrate green behaviour or achieving a whole class target (i.e. stickers, 'star of the week' trophy/teddy bear or marbles in a jar).

In the classroom: rules and routines

Children need to know what is expected of them in the classroom therefore; at the beginning of each academic year classroom rules and routines are established and **prominently** displayed in each classroom so they can be constantly referred to. The classroom rules are made in conjunction with the children so that they feel ownership of the rules.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Whole school rewards include:

- Achievement points, certificates and verbal acknowledgements to recognise achieving individuals / whole class (weekly assemblies)
- 'Proud cloud' postcard that is posted to one child from each class per week.
- Kindness trophies- Children are encouraged to nominate each other for acts of kindness. One KS1 and one KS2 nomination is selected each week and read out in the whole school assembly. The children receive a kindness trophy that they get to keep it on their desk until the following Friday.
- Weekly class target resulting in agreed whole class reward when it is achieved.
- Whole school 'golden' time each Friday afternoon (unless for specific reasons) for all children who have had a mostly 'green' week (children will be exempt for some of this time for any negative behaviour).

Other rewards could include:

- Verbal praise e.g. well done for listening.
- Non-verbal praise e.g. thumbs up, smile.
- Individual stickers (younger children).
- Sharing good work and behaviour with other children and staff.

Monitoring Negative Behaviour / Sanctions

At Brough School, we are very proud of our children's excellent behaviour. There are however, occasions when individual children exhibit behaviour which is unacceptable. Our ethos is built upon a commitment to encourage and support children in making positive choices. As part of this approach of rewards and sanctions, all staff use behaviour modification strategies to prevent unacceptable behaviours, forge positive relationships and change individual children's behaviour.

We monitor negative behaviour according to the following:

- Being rude
- Silly behaviour
- Not following instructions
- Being unkind

Each time there is an incident when a child displays any of the negative behaviours above; we update SIMS with the necessary details. This includes the nature of the incident, who was involved, who dealt with the incident, how parents were informed and any follow up action required. This ensures that a central, electronic record is kept for each child in our school and all staff can easily monitor the behaviour of their own class.

Some children with specific behavioural needs, will have a separate chronology sheet which needs to be regularly updated by all staff who support these children.

Where significant behaviour concerns arise these will be dealt with in a manner bespoke to each child ensuring that parents/carers are kept informed at each step.

All members of staff need to adhere to the negative behaviour pathway (see page 6).

Reporting lunchtime incidents

If a behaviour incident is recorded at lunchtime, teaching staff would need to take the information from the lunchtime staff and update SIMS accordingly (highlight the option for lunchtime incident so we can easily track the amount of incidents occurring at lunchtimes).





Sanctions:


- verbal reprimand
- reminder of expected behaviour
- loss of some golden time on a Friday afternoon
- time out
- loss of responsibility

It's Good to be Green!

Each classroom has a set of 'traffic lights' coloured gold, green, amber and red. All children begin on the green traffic light but if **they choose not to follow the school's rules** they are moved onto the next coloured traffic light (amber then red). The gold star is there to award children who have been consistently 'green' and who have gone above and beyond behaviour expectations. When a child's name is put on to the gold star, they go to the Head teacher and their name is written in to the gold book. The names are read out in the whole school assembly on a Friday.

The aim is to modify the negative behaviour and get back onto green as quickly as possible. All staff encourage 'green behaviour' around school.

<u>All year groups</u>	
	Gold- Behaviour is consistently green and the child has gone above and beyond expectations to become 'golden'.
	Green- 'Good to be green' behaviour is shown (verbal warning given if needed).
	Amber- Reminder given of what 'good to be green' behaviour looks like.
	Red- Agreed consequence for making a poor choice. Behaviour recorded using SIMS or separate chronology sheet. Behaviour lead/member of the SLT notified as appropriate. Parents informed (phone call home).

		<p style="text-align: center;"><u>'Good to be Green'</u></p> <p>Are we...</p> <p>Green sitters- Show me green sitting.</p> <p>Green listeners- Stop and looking at the person who is talking.</p> <p>Green speakers- Use kind words in a quiet, calm way.</p> <p>Green friends- Be a gentle and caring friend.</p> <p>Green walkers- Walk quietly around school on the left.</p>
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Exclusions

The Head teacher has the power to exclude a pupil, if necessary, in exceptional circumstances. This can be for a fixed period or permanently (see exclusion policy).

Physical Intervention

We are committed to encouraging children into making positive behaviour choices however; we do recognise that children sometimes do make the wrong choices. On very rare occasions, this may result in a situation that requires some form of physical intervention by staff that are trained to use appropriate 'Team-Teach' strategies. This would be necessary to stop a pupil committing a criminal offence, causing injury to themselves or others, damaging property, or prejudicing good order and discipline – for example if a pupil refuses to leave a classroom when asked to do so. Any physical intervention used is a last resort and other de-escalation techniques should have been tried. Incidents of physical intervention are recorded on CPOMS and parents/carers are informed.

Monitoring, Review and the Governing Body

At Brough School we routinely monitor and evaluate the effectiveness of our policies and procedures and where there are indicators for change or improvement, we act accordingly. The children are surveyed regularly and their views sought on how they feel about specific aspects of school life, including the behaviour of all children at our school. Governors are also consulted at each stage of the review process and changes to the policy are discussed and agreed by them.

Negative Behaviour Pathway

