

Bramley Grange Primary School



Positive Behaviour Policy

February 2023

Ethos

At Bramley Grange Primary our vision is:

'excellence for all' 'We can be anything we want to be - the sky's the limit'

We are committed to ensuring that all children achieve personal excellence and a memorable educational experience in an inclusive environment. The curriculum is designed to teach children the essential knowledge they need in the wider world, along with the understanding and skills to have a love of learning for life.

In order to develop this, we will:

- Provide a broad and balanced curriculum through making links and applying learning to a range of contexts
- Ensure children have mastered the basic skills of reading, writing and maths
- Create well rounded individuals who can apply their knowledge, skills and understanding to real life situations
- Provide an education rich in experiences
- Inspire children to be the best that they can be
- Nurture and celebrate talents
- Prepare children to be successful in their future

We believe:

- Children need to know when they have been successful
- Improved self-esteem underpins good behaviour
- Praise and positive reinforcement is more effective than punishment
- Individual differences are valued
- Good behaviour should be held in high esteem by **all** members of staff who will overtly and consistently reward and promote it at all times
- Each new day is a fresh start/positive outlook.
- Children will have equal access and opportunity to the curriculum
- Effective links between home and school are essential to success and good behaviour
- Consistency is the key to success. All staff (both teaching and non-teaching) will endeavour to follow the positive behaviour policy of the school and implement its procedures
- Developing self-esteem and emotional intelligence should be explicitly taught through weekly timetabled PHSE lessons led by the class teacher.

Our Aims:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- To maintain levels of good behaviour
- To provide a consistent approach in rewarding good behaviour
- To provide a consistent approach in responding to unacceptable behaviour
- To ensure that behaviour does not inhibit learning or impede potential.

Our Whole School Code of Conduct is:

Be Safe

By:

- Sitting properly on our chair.
- Telling someone if you are unhappy, being picked on or bullied.
- Move around school in a calm and orderly way.
- Tidy up equipment and put things away properly
- Asking an adult when we need to go somewhere.
- Check that adults are trusted ones before talking to them.
- Stay in school with staff until permission is given to leave.
- Stay safe online.

Be Respectful

By :

- Taking care of others.
- Listening to others and looking at them while they are speaking.
- Speaking respectfully to all adults and other children.
- Using good manners and appropriate language
- Allowing others to learn without distraction.
- Putting hands up to answer questions.
- Being friendly to visitors, newcomers and other children
- Looking after school equipment and the environment.
- Being honest and telling the truth.

Be Kind

By:

- : Being proud of your school.
- Using kind words to others
- Using kind hands and feet around others.
- Being patient and listening to others.
- Helping others when needed.
- Encouraging others to make good choices.

- Showing an understanding and acceptance of different needs

How is good behaviour recognised?

All children who use appropriate behaviours will be encouraged and rewarded. Rewarding good behaviour is the norm and is the responsibility of all adults in the school. Staff are expected to be pro-active in celebrating ordinary good behaviour overtly and on a regular basis during the school day. Rewards need to be consistent across the whole school. Good behaviour of children will be shared with parents on a regular basis. Rewards can be general, linked to the whole school system, or awarded with certificates in a weekly celebration assembly.

General rewards

- Positive praise through verbal and/or written comments given on work.
- Recognition can be given to success of differing kinds in assemblies, e.g. achievement assembly, presentation of swimming and other sports, poetry performances etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- Children are invited to share good work with a range of staff including: curriculum leads, within phases and with senior leaders.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council, Anti-Bullying ambassadors.
- Stickers and personalised charts can also be used where effective.

Whole School Reward System: Dojos

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, attitude and effort and manners based on the

collection of
'dojos'.

These can be cashed in weekly for prizes or saved to spend on bigger treats.

Once awarded a Dojo, it can never be deducted (see 'improving behaviour section)

What is Class Dojo?

Each pupil is assigned an avatar/monster to represent them. When they demonstrate positive behaviours and/or achievements from the list below, any staff member can simply click on the avatar, choose the appropriate Bramley belief, and award the child one dojo per achievement. Children can be awarded class Dojo individually or as a whole class. Parents can receive information and photographs about their child's successes by logging into their child's account using smartphone, tablet or PC (school will provide log in details). Once children have achieved enough Dojo they can 'spend' them in at the Dojo Reward Shop for additional rewards or save them. The Dojo rewards will be decided by the School Council in conjunction with all children in school. They may include stationary items, craft kits; ICT time or other rewards as determined by the children.

To ensure Consistency in what dojos are given for. This is to be set as a standard across school.

- 1 dojo to be given for 1 area- this needs to be consistent

-2 to 3 dojos can be given at the Teachers discretion for extraordinary/going above and beyond.

-All children need the opportunity to spend their dojos with age appropriate items in the shop.

Reading Rewards

To encourage parental support at home with reading if pupils reading logs are signed at least 3 times a week, the children will achieve a 'independence' dojo each week. Sustained regular reading over a longer period of time (half termly) will be rewarded as follows:

Bronze	Certificate & sticker
Silver	Certificate & bookmark
Gold	Certificate, hot chocolate & story with the Headteacher

Platinum	Certificate & book
Full Year	Reading award

Certificates

A weekly achievement assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress in a variety of curriculum areas and the Bramley beliefs.

Class attendance certificates are also given for the best weekly attendance too.

Other certificates include:

X table and Number bond certificates

sporting event certificates.



OUR GOLDEN RULES

At Bramley Grange Primary we ALWAYS...



Try our best



Listen to others



Have a positive attitude



Keep ourselves and others safe



Respect people and property




Move quietly and sensibly



Be kind

DOJOS can be achieved by following our Golden Rules...

They can also be given for displaying one of our British values



BRITISH VALUES

TOLERANCE OF DIFFERENT CULTURES AND RELIGIONS


Tallest Finger

MUTUAL RESPECT
Wedding Finger

RULE OF LAW
Pointing Finger

INDIVIDUAL LIBERTY
Little Finger

DEMOCRACY
Thumb Up or Down



The image features a hand with fingers of varying lengths, each representing a British value. The hand is painted with the Union Jack pattern. The fingers are labeled as follows: the Little Finger represents Individual Liberty; the Wedding Finger represents Mutual Respect; the Tallest Finger represents Tolerance of Different Cultures and Religions; the Pointing Finger represents Rule of Law; and the Thumb represents Democracy. Arrows point from the text labels to the corresponding fingers. The background is dark blue with a horizontal bar at the bottom consisting of blue, yellow, and green stripes.

Behaviour Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head teacher' as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the Head teacher should be sent for. If unavailable, the Deputy/Assistant Head or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Head teacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children should be greeted by an adult at the door first thing in the morning and at any change of group/room. Expectations of behaviour of children sent

around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed. Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work, then sanctions should be brought to play. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised.

Playtime Supervision

Teachers, teaching assistants and lunchtime supervisors are required to perform supervisory duties including playtime supervision. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff should welcome children into their classrooms at 8:30am, and see children safely off the premises at 3.15pm.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Two members of staff per yard area maximises levels of visual supervision. When the weather is good enough for the field to be accessed, only the top yard and field should be used by the children. Two staff on the yard and two on the field.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a dojo.

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that they must wear their coats at the beginning of playtime as they

will not be allowed back into school during playtimes. Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency. Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training. After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

*If unacceptable behaviour occurs we use a traffic light system:
All start at Green in the morning and reset to this after lunchtime*



Class teacher gives a reminder about behaviour expectations:

e.g. Polite but firm reminder – eg Hands up to answer questions, no shouting out., consider repositioning, separating etc.

If inappropriate behaviour continues.

Move to amber if Class teacher gives a warning:



Move to red if the Class teacher asks the child to move to 'time out'.

- The Child's name will be moved on the chart to 'consequence'
- Child sent to designated chair/desk of classroom separate from the other desks if possible.
To sit for 3-6minutes (age appropriate) sitting alone in order to reflect, calm down etc. without causing disturbance.
This time is **not** used to do their work- this needs to be returned to afterwards.

NB: The staff member who has given the sanction will record this into the child's learning log, make a call parents and record the conversation onto cpoms.

If behaviour improves return to lesson. If not or if child refuses, move to

Step 4 Child is sent to a member of SLT for the remainder of the morning and/or afternoon.

* Child escorted to SLT member/Headteacher. * Up to half a day working alone without causing disturbance.

* Parents are informed of isolation by phone call and letter.

If behaviour improves return to class. If this behaviour continues at this stage .

Step 5 Child is issued with a Behaviour Contract

A last step before an exclusion may be issued.

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.

- Reviewed weekly.
- Parents, Governors and Behaviour support informed.

Step 6 (Headteacher) Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

Step 7 (Headteacher) Fixed Short Term Exclusion

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Any Inappropriate Behaviour during assemblies and breaks should be dealt with by teachers on duty or in the Hall at the time and

communicated with the class teacher. If children are missing break times due to the impact of behavioural issues - the teacher

who has issued this sanction should remain with the children at this time. A behaviour log must be kept by class teachers for

warnings and timeouts in order to ensure reoccurring behaviours are also communicated with parents too.

Recording behavioural issues, incidents & Sanctions

A class record of any child put on 'Time Out' with date and reason must be kept and time parents were informed recorded too.

If you are

- Monitoring individuals

- Patterns in behaviour emerge.
 - An individual is frequently being isolated. Records of incidents also need to be recorded onto cpoms too.

Any individual behavioural incidents /playtime/lunchtime concerns must be recorded on CPOMs by all staff who were involved along with the conversation held with parents. Any statements/comments should be brief but succinct, clear, unambiguous.

What/who/when and consequence need recording.

Vulnerable Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

-Individual children to have own system. This is to be made clear to all staff so consistency can be kept for children. Chill out passes to be used to support with children needing a break. Classrooms will also need a 'safe' area allocated for pupils to have time to make better choices in.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Anti-Bullying and Anti-Discrimination

Bullying: WE ARE A 'TELLING' SCHOOL We annually support 'Anti-Bullying' week in school. Bullying is defined as persistent, systematic and deliberate desire to hurt others and can be verbal, mental or physical. At West Melton Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. Incidents will be initially dealt with by the class teacher who will investigate the incident and then follow the appropriate sanctions in our Anti-bullying policy. **Playground Leaders** Playground Leaders encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely and making sure that all children feel happy at playtimes. Written: Feb 2023

Next review: February 2024

Signed Deputy Head Teacher.....Z.Norris.....Date Signed Chair of Governors.....Date.....