

Brundall Primary School



BEHAVIOUR POLICY July 2017

Agreed by Governing Body	July 2017
Signed by Chair of Governors
Date
Review Date	July 2018

Brundall Primary School promotes a positive, caring ethos where all children are valued. We pride ourselves on being an inclusive school, which promotes high achievement and high creativity. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background that is personalised to meet children's individual needs. It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well.

At Brundall, we expect a high standard of behaviour from all children, staff and parents. We believe that teachers should spend their time teaching and that children should spend their time learning and developing. This policy outlines the kind of behaviour we expect at all times and includes a set of rules, examples of rewards children can expect for following them and a series of consequences that will happen if children do not follow them.

These rules apply **all day every day** and in every situation-including the playground and school visits. All staff will use the school rules in as consistent a way as possible. The behaviour policy is not merely a system to enforce rules. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. There are clear responsibilities from all parties:

Children are expected to:

- Attend school regularly and on time.
- Co-operate with everyone in the school.
- Be polite and courteous to everyone.
- Have care and respect for each other and their environment.
- Solve problems in a calm manner.
- Accept responsibility for their own actions and to accept reprimands and consequences.
- Respect each others differences with regard to ability, culture, religion, race, gender and sexual orientation.
- Treat the school's and other people's property with respect.

Above all, the message is **"you own your own behaviour"**. A companion policy, "the Anti-Bullying Policy" is also available. This looks at persistent and sustained behaviours that are causing concern or harm.

Parents and Carers can support the school and their children's achievements by:

- Supporting the school in achieving the highest standards of behaviour from the children.
- Behaving in a way that sets a positive example to children.
- Valuing and celebrating their children's achievements.
- Ensuring that children attend school every day and that they are on time for the start of school at 8.50am (KS2) and 8.55am (KS1).
- Ensuring that you can be easily contacted throughout the school day.
- Ensuring that they report to the office when coming into school during the school day and wearing a visitor's badge whilst on the premises.
- Discussing any problems with class teacher, deputy or the Head teacher in a calm, quiet manner.
- Discussing issues with their children, other parents and pupils in a calm, quiet manner whilst on school premises.
- Ensuring that your child is taught by you to respect each others differences with regard to ability, culture, religion, race, gender and sexual orientation.

All staff will:

- Apply the school rules fairly and in a consistent way through a 'relaxed vigilance' approach.
- Encourage and reward good behaviour.
- Set a positive example to children at all times.
- Remain calm and controlled when disciplining children and seek help when necessary.
- Remind the children of the consequences of inappropriate behaviour.
- Where possible, explain to a child what they have done wrong and why action is being taken.
- In consultation with the class teacher, communicate with parents by telephone, letter, note or face-to-face meeting where they have concerns about a child's behaviour.
- Alert a member of senior management team where they have concerns about persistently poor or worsening behaviour in a child.
- Always report violent or other serious incidents to a member of senior management team, as soon as possible after the event.
- Respect differences with regard to ability, culture, religion, race, gender and sexual orientation.

Rewards and Encouragement - Guidance for All Staff

At Brundall we expect high standards of behaviour and academic achievement from all of our pupils. Our behaviour policy emphasises the need to praise children for a positive effort made in their academic studies and/or their behaviour. We also wish to praise and reward those children whose behaviour and effort is always to a high standard. These children should not be made to feel that their behaviour goes un-noticed.

Staff should draw from the range of rewards and encouragements outlined below to encourage children to reach their full potential. They should be used fairly and not overused.

We expect children to 'earn' their praise and to feel that they have done something special when they receive their reward. Emphasis is placed on those children whose work or behaviour exceeds expectations:

- Descriptive praise from the teacher
- Remaining in the yellow zone all day on the class behaviour chart. Children remaining in yellow all week will receive a yellow card, collected to earn certificates in assembly.
- House points
- Child to present work to the whole class
- Visits to other classes, the school office, the Deputy and Head teacher to show good work and praise good behaviour
- Stickers, stars and certificates (2 children from each class each week) for good behaviour or academic achievement
- Recognition in Celebration Assembly (2 children from each class per half term)
- Golden tickets which will be placed into a raffle at the end of the week (1 child per class per day)
- Setting individual targets (IEP)
- Class targets leading to a negotiated treat (targets agreed by teachers, support staff and children in each class) e.g.: extra playtime/ class party etc
- Giving children responsibilities - taking registers, etc

- Giving specific curriculum rewards e.g. in literacy, numeracy or science for hard work and progress
- A word from the teacher or a note or letter home to parents or carers informing them of their child's achievements.

The Consequences of Unacceptable Behaviour

- Guidance for Staff

Maintaining a high standard of behaviour is essential to children meeting their full academic and social potential. We want a school environment where children feel safe and secure, where their views and beliefs are valued and they are listened to and are treated equally.

Our school rules provide a fundamental basis for such an environment. As a consequence, violent or abusive behaviour from anyone is unacceptable within our school grounds.

Staff should not feel that they should have to cope alone with managing poor behaviour in the classroom or in the playground. It can only be successfully tackled by adopting a consistent whole-school approach where we all have a role to play in maintaining a clear ethos for the school.

Staff should never feel that they have somehow failed if they have to ask for help in managing behaviour. Indeed, it is vitally important that the senior management are informed of situations where children are experiencing problems with their behaviour so that they can monitor the situation and assess the need for extra support. It is not in any child's long term interests for these issues to go unreported.

Where children have Special Educational Needs and they are unable to meet the standard set in the school's behaviour policy then the SENCo needs to be informed and specific behaviour targets should be agreed on an Individual Education Plan in consultation with parents/carers and the child.

This guidance aims to outline the consequences of positive and negative behaviour so that it can be dealt with throughout the school in a clear and consistent manner. This not only aims to deal with major incidents such as fighting and abuse, (which should immediately lead to a child being sent from the classroom or playground to a member of the Senior Management Team); it also seeks to impact on persistent low-level behavioural issues such as calling out and talking, which can disrupt class teaching and learning.

Any behaviour that is detrimental to other children's learning should not be tolerated!

A Positive Framework

We believe that the majority of children, most of the time, have a positive attitude to learning and good behaviour in class. Collective sanctions such as whole class punishments are therefore not to be used as they do not distinguish between those children who have behaved well and those who haven't, and are therefore not effective. On rare occasions whole classes may need to be kept behind at playtime/lunchtime to discuss important classroom issues.

Our aim is to ensure that all children are in their classroom learning throughout the day. Issues regarding unacceptable behaviour should be managed at playtimes and lunchtimes wherever possible. It is important that children do not miss out on their academic work and therefore should be sent to the office or kept in at play with work to complete.

If a child needs to be isolated from other children then in the first instance this should be done within the classroom.

Alternatively, a member of support staff working within the class could take the child to work in another area of the school for a short period of time.

If this is not sufficient a note should be sent to a member of SMT asking to support the child in class. A brief time out, where judged appropriate by the teacher, can work effectively.

For a serious or persistent offence the child may need to be seen by a senior member of staff. This may result in a phone call/letter home to arrange a meeting with class teacher and a member of SMT.

We expect staff to remain calm and in control when disciplining children. Use of abusive language is not acceptable, nor is physical punishment. We expect staff, including TAs, to be in regular contact with parents, by phone, face-to face, or by sending a note home, if a child's behaviour is not acceptable or is deteriorating. They should also contact parents if behaviour has improved or is always exemplary. Expectation of behaviour and strategies for managing it change with the age of the children.

'Blue Card System' for Classroom and Playground Behaviour Management:

The standard that the school expects is outlined in the school rules. These cover most aspects of poor behaviour and form the basis of the behaviour policy. The rules should be prominently displayed in the classroom and children should be reminded of them.

The school operates a behaviour system based on yellow, purple and blue zones. A behaviour chart is prominently displayed in each classroom. Children are expected to remain in the yellow zone for positive behaviour. If a child breaks the school rules, they will be moved into the purple zone. They will then have the opportunity to modify their behaviour, at which point they can move back into yellow. Failure to modify their behaviour will lead to the child being moved into the blue zone. Children can be moved between zones by any adult working in the school. Children remaining in blue or purple at the end of lesson sessions will speak to the head teacher or other member of the SMT and will miss part of their break time.

Children in the playground will be sent inside. The names of all children will be recorded in the class behaviour book which will be monitored by the Senior Management Team at the end of the week.

Serious incidents can lead to the child being moved straight into the blue zone.

Classroom behaviour management should follow the sequence below:

1. A serious look from a member of staff or a verbal warning is given and the child offered the choice to behave correctly.
2. The child is moved to a seat on his/her own and/or moved into purple zone.
3. If a child needs to miss some of their playtime/lunchtime, they are to be sent to the headteacher or another member of the SMT.
4. If this is repeated in the following week the child's parents or carers will be asked to come in to the school to meet with the class teacher or a member of the Senior Management Team.
5. Where there are repeated concerns about a child's behaviour, they will be placed on a behaviour contract and will need to report to a member of the Senior Management Team at the end of each session. A copy of this will be sent home to parents/carers at the end of the day. The expectation is that the parents will then discuss the behaviour with the child and return the behaviour contract signed the next day.
6. For serious incidents, children will be moved directly into the blue zone and children sent directly to a member of the Senior Management Team.
7. Each class will have a 'behaviour book' where incidents should be recorded by the class teacher or teaching assistant. All violent incidences will be recorded in a centrally held log book in the Headteacher's office.

Further strategies for dealing with more serious behaviour:

1. The child is sent to Head/Deputy Head/Member of the SMT. A meeting is arranged between class teacher, Head teacher, parent and child as soon as possible.
2. Extreme unacceptable behaviour will result in exclusion, e.g. violent behaviour.
3. Fixed term and permanent exclusions are seen as a final sanction and every effort is made to prevent them happening. All exclusions are monitored.

Foundation Stage

At Brundall, we have high expectations of pupils' behaviour in the Foundation Stage. We acknowledge that children start school with a diverse range of experiences and different personalities. Starting school can be challenging for all children - especially if they are encountering a large group of children for the first time. In addition, when children start school they have to be ready to learn how to communicate and respond to new adults.

Some children may join the Foundation Stage on a part time basis. The child's behaviour and attitudes are crucial to the settling in process. We want all children to be happy and to feel safe coming to school. We have to ensure that they are ready to show some care and respect towards others and themselves.

Children are gradually introduced to the school rules and these are presented in a positive way, with an appropriate amount of explanation. Yellow cards and blue cards can be used as a visual aid for communicating expected behaviour. Much of the work on children's behaviour in the Foundation Stage is ongoing and forms an essential part of the EYFS curriculum (PSED):

Dispositions and Attitudes:

- Support children in developing positive relationships by challenging negative action/comments towards others
- Teach children to use and care for materials and trust them to do so independently

Self-confidence and Self-esteem:

- Anticipate the best from each child and be alert for evidence of their strengths
- Ensure that each child is supported in new situations

Making Relationships:

- Establish routines with predictable sequences and events (and prepare the children if there are any changes)
- Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included
- Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn

Behaviour and Self-control:

- Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others
- Demonstrate concern and respect for others, living things and the environment
- Involve children in identifying issues and finding solutions
- Help children to understand what is right and wrong - and offer explanations for boundaries
- Be alert to injustices and let children see that they are addressed and resolved

Self-care:

- Praise children's efforts to manage their personal needs, and to use/return resources appropriately

Children are regularly observed and assessed on the above, and staff plan 'next steps' in response to the children's behaviour and attitudes.

Positive behaviour also underpins the 4 EYFS Principles:

- **A Unique Child** - (Child Development; Inclusive Practice; Keeping Safe; Health & Well-being)
- **Positive Relationships** - (Respecting each other; Parents as Partners; Supporting Learning; Key Person)
- **Enabling environments** - (Observation, Assessment and Planning; Supporting every child; The Learning (emotional) environment; The wider Context)
- **Learning and Development** - (Play and Exploration; Active Learning; Creativity and Critical Thinking; Areas of Learning and Development, PSED)

We recognise the importance of positive relationships in fostering positive behaviour. We aim to work closely with parents/carers to build respectful and caring relationships with all children and families.

Rewarding Positive Behaviour in the Foundation Stage

- We aim to ensure that each child in the Foundation Stage receives verbal praise and encouragement from an adult EVERY day.
- Stickers, smiley faces and certificates are given out regularly. When they are ready, Reception children will attend weekly achievement assemblies.
- Good behaviour is shared regularly with parents/carers and held as an example to other children.
- Class/group rewards - e.g. marbles in a jar

Dealing with unacceptable behaviour in the Foundation Stage

1. Children are reminded of the positive behaviour that is expected
2. A brief explanation is given of why this is important
3. If the unacceptable behaviour continues, the child will be redirected to another activity
4. If the behaviour continues, or if a child hurts another child, then the child will be asked to sit in a 'Time Out' chair (for 1 minute for each year of their life)
5. The child's parents will be told about their unacceptable behaviour at the end of the day.
6. In cases of extremely unacceptable behaviour, or where there is little improvement, parents/carers will be called to attend a meeting with the class teacher and a member of SMT. At this meeting, we will agree a way forward to support the child.

School Rules-Guidance for children

Why Are School Rules Important?

At Brundall we want children to perform to their highest potentials. This can only happen if you show the correct behaviour for learning - listening well, doing as you are asked and respecting the school, staff and other pupils. We expect you to be calm, polite and considerate at all times, and you will be treated the same way by staff and noticed for your good behaviour.

Remember - you own your own behaviour

Rewarding Great Behaviour!

At Brundall School we celebrate when our children work well and perform to the best of their ability. We reward outstanding effort and behaviour with:

- Yellow cards for children who have stayed in the yellow zone all week
- House points awarded for good behaviour or work
- Praise from your teacher and your name on the board
- Stickers, stars and certificates
- Visits to the Deputy and Head teacher, other classes, or the school office to show good work and praise good behaviour
- Whole class rewards such as extra playtime!
- Achievement Assemblies every week and Celebration Assembly at the end of each half term
- Extra responsibilities like taking the registers etc
- Giving specific curriculum rewards e.g. for hard work and progress in individual subjects
- Golden tickets for the raffle at the end of the week
- A note or call home to your parents/carers when your work or behaviour has been outstanding

The school rules are there to make our school a safe and happy place of learning. If you misbehave and you are asked by a member of staff to stop, you will be moved into the purple zone. If you then change your behaviour, you will be moved back to yellow. If the poor behaviour continues you will be moved into the blue zone and you will either be sent straight to the Head or Deputy Headteacher's office or your name will be sent to the Head teacher at the end of the lesson for him to review. You will also lose playtime and be expected to make up any work that you have missed. Any adult working in the school can move children between zones.

What Happens If I Misbehave or Break School Rules?

You will be given a clear choice about how to behave and we expect you to be responsible and make the right choice. Good behaviour will be rewarded. If you don't make the right choice, these are the steps that **will** be followed:

1. I will get a serious look from a member of staff or a verbal warning and given a choice to behave correctly.
2. If I continue, I will be moved to a seat on my own and/or moved into the purple zone.
3. If I still misbehave I will move into the blue zone.
4. If I am in the purple or blue zone at the end of a session, I will be sent to speak to the Head teacher. My parents may also be informed depending on the seriousness of the incident.
5. If there are repeated concerns about my behaviour, I may be placed on a behaviour contract. I will be asked to report to the head or deputy head at the end of each session until I show improvement in my behaviour. They will write a comment on my behaviour and this will be sent home to my parents at the end of each day.

If my behaviour is extremely unacceptable:

1. I will be moved into the blue zone straight away.
2. Violent or abusive behaviour will not be tolerated. Parents will be called immediately to discuss.
3. Extreme behaviour will result in exclusion, e.g. very violent behaviour.

Brundall Primary School

School Rules

- We will do as we are asked by all adults working in the school**
- We will walk quietly and sensibly around the school**
- We will try our best in all that we do**
- We will respect each other**
- We will respect the school's and other peoples' property**

This policy was produced following consultation with all school stakeholders. To determine its effectiveness, the Senior Management Team will monitor numbers of children at a whole school level receiving cards on a termly basis. This will be in addition to the weekly monitoring of class behaviour books.

The governing body, via the learning and achievement committee, will review progress made and the effectiveness of the policy on an annual basis in the summer term. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.