

Bramley Grange Primary School

Positive Behaviour Policy



January 2024

Ethos

At Bramley Grange Primary School, we will nurture our children to develop a transferable skill set that will prepare them to enjoy success and embrace challenge in an ever changing world. We will do this by:

- fostering a child-centred approach
- recognising hard work and resilience as the foundations of success
- nurturing a high challenge, high support culture for both adults and children
- forming strong relationships, reaching beyond our school gates

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 relational approach in responding to unacceptable behaviour and nurture committed compliance from children who make positive choices because these are the right choices.
- To ensure that behaviour does not inhibit learning or impede potential.

Our Whole School Code of Conduct is outlined in our golden rules:



How is good behaviour recognised?

All children who use appropriate behaviours and make 'good' choices 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'.

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
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Silver	Certificate & bookmark
Gold	Certificate, afternoon tea with a senior leader
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.

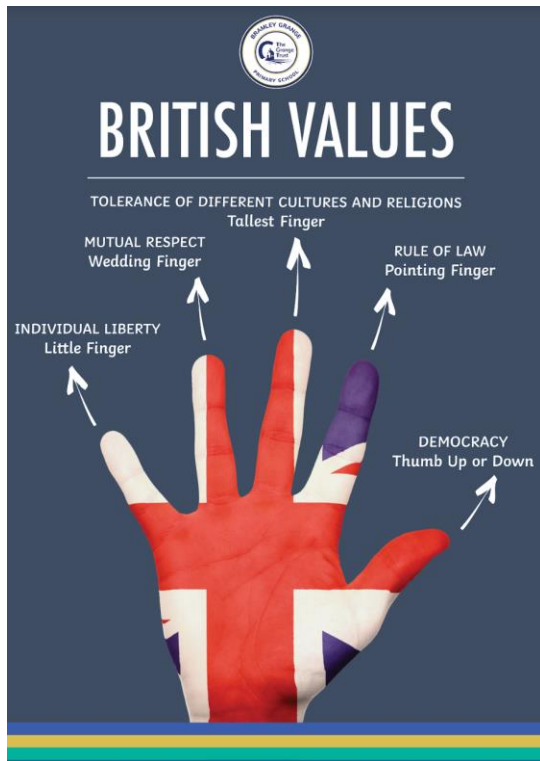
Other certificates include:

timestable and Number bond certificates

sporting event certificates.

DOJOs can be achieved by following our Golden Rules (see above)

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



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.

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 is regulated, 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 'Thank you for walking sensible' and so on. 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 8:45am, 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 applied logical consequences which differentiate between serious and minor offences. Sanctions are applied fairly by all staff 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. Time should be spent with adult supervision unpicking the incident with all involved establishing what happened, who it has impacted and what now needs to happen (logical consequence). Adults should express their displeasure with the **action** and never the **child**.

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, thank you, no shouting out please., 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 necessary.

NB: The staff member who has given the sanction will record this on Arbor, make a call parents and add any necessary follow up action.

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
- * 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 during times where other children are accessing playtimes etc.
- 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

Behaviour incidents should be recorded factually on Abor with all follow up actions, these may include but are not limited to parental contact, restorative conversations, alternative social time, class move, working with Senior Leaders,

What/who/when and consequence need recording.

Vulnerable Children

The school acknowledges that a small minority of children may for whatever reason may struggle to manage their emotions, behaviour or self regulate. 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. This is to be made clear to all staff so consistency can be kept for children. Key adults and regulation spaces are used to support with children who require more bespoke strategies to regulate them. 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: January 2024

Next review: February 2024

Signe: Head Teacher Nikki O'Loughlin Date: January 2024

Signed: Chair of Governor No chair currently in post.