

Brandhall Primary School



Behaviour Policy

Last Reviewed: September 2018

Behaviour Policy

What?

This policy sets out how we manage behaviour at Brandhall, promoting the best behaviour and tackling unacceptable behaviour consistently and fairly following our Good To Be Green (GTBG) behaviour system.

Why? Children have the right to learn and teachers must be enabled to teach them. This school believes all pupils can follow school rules, with the exception of a few pupils who have specific needs. We expect an appropriate standard of behaviour from everyone on site as this impacts on achievement and enjoyment for everyone in school.

How?

General classroom behaviour management is supported with the **GTBG** system. Pupils start each session (am/pm) on green and can move through to Gold or down to Red. Red and yellow cards will result in a **consequence** of lost privileges which will follow the routines in appendix 1. **Rewards** will be given which follow the routines and guidance in appendix 1.

Unacceptable behaviour will be tracked using yellow (self-review) and pink (incident) forms which will be filed in behaviour log. This will enable **intervention** to take place at an appropriate level and timescale to prevent further incidents.

A Behaviour Intervention Meeting will be called if pupils have a number of incidents over time or if a serious incident occurs. Behaviour Intervention Meetings could involve; HT/DHT, TM, Phase Leader, Class Teacher and Parents.

Parents will be informed when their child receives a pink slip to enable them to support the school behaviour policy at home.

Behaviour management takes account of:

- High expectations of behaviour from all—Brandhall Values
- Good behaviour, manners and attitude are praised consistently
- Rewards are given in line with the school policy, regularly and genuinely
- Behaviour is tackled firmly and assertively, intervention should never be aggressive
- The principles of assertive discipline are followed and Good To Be Green system is used in all classes
- Any reprimands are private and behaviour is discussed with pupils as part/to facilitate self reflection
- Sanctions are given in line with the school policy and should always match the misdemeanour
- Respect: earned and given

Who? Staff:

- Will give praise often and genuinely, supporting behaviour with behaviour logs, rewards and other interventions.
- Model the high expectation of behaviour and manners, be respectful to all.
- Discipline will be firm not aggressive and always fair and consistent.
- The behaviour should be targeted not the pupil and reprimands will be private rather than public.
- Staff should regularly analyse their classroom performance and reflect upon it, making changes where necessary and discussing behaviour regularly in phase meetings, seeking support where necessary.
- Provide regular opportunities to discuss and explore behaviour and expectation in the classroom.
- Listen to and work with parents to support behaviour.

Pupils:

- Will have high expectations of their own and others behaviour, displaying Brandhall values at all times
- Follow the school rules and be aware of the rewards and sanctions that are used
- Will have regular opportunities to explore behaviour issues in class

Parents and Visitors:

- Be polite and model good behaviour and values at all times
- Support school policy
- Speak to the appropriate member of staff to discuss issues as soon as they arise
- Support the consequences of failing to meet the school's expectations around behaviour.

When?

- Behaviour will be challenged/praised quickly and efficiently
- If the behaviour needs to be communicated to parents this will be done on the day via telephone or face to face
- Weekly assemblies and class time will celebrate good behaviour and achievements
- Behaviour issues will be communicated via phase meetings, safeguarding meetings and tracking sheets in conjunction with DSL/FSW

Exclusion:

Where all implemented behaviour strategies have failed the head teacher may exclude a child for a fixed period.

Following a fixed period of exclusion, failure to improve behaviour may result in a permanent exclusion. In the case of one severe single incident taking place a child may be permanently excluded. Examples of a severe incident could include;

- Possession of a weapon in school (a weapon can be any object which may cause harm or injury to another child or adult.
- Physical violence towards an adult or child

Where?

Across the whole school site, including EYFS and grounds, around the local school area before and after school.

Rewards System

Pupils will be rewarded for their achievements in and out of school, academic and non-academic and for any examples of great attitude or kindness. Rewards could be individual, group or whole class.

We will not use sweets regularly for rewards although there may be instances where a whole class or group is rewarded e.g. a party.

Rewards will include:

- Stickers
- Notes home
- Certificates
- Afternoon tea
- Extra play
- Dip in the box
- Responsibility
- Star outside school
- Attendance

Pupils rewards in praise assembly in particular, are recorded so we can ensure that all pupils are rewarded or their achievements are celebrated at some point throughout the year.

Houses

We operate a system of houses within school. Every child is allocated a school house; creators, communicators, explorers, thinkers or questioners. Tokens are awarded for many things and can be given freely by adults at any time. These points are collated and shared during praise assembly.

Praise Assembly

Rewards in praise assembly are as follows:

- Star of the week
- Star outside school
- Team Points
- Afternoon Tea
- Birthdays
- Lunchtime awards - Healthy eating
Good manners
Great behaviour
Amazing attitude
Best Class

Sanctions Policy

Staff should follow the same system of sanctions and consequences for inappropriate behaviour. Sanctions will always be reasonable and proportionate to the circumstance.

General classroom management will account for most of the behaviour issues that crop up day to day. Each class should have:

- Clear set of rules
- High expectations
- Consistent routine and organisation
- Respectful ethos
- Praise assembly record
- House tokens chart or similar

In the event of inappropriate behaviour the following steps should be taken:

- The Look!
- Verbal warning
- Verbal warning and time out (conversation during next break)
- Yellow slip
- Removal of privileges (5 mins play, clubs, etc)
- Phase Leader
- Moved within class
- Deputy Head
- Confiscation
- 12.30 room (lunchtime supervisors only)

For disruptive classroom behaviour that continues a pink slip may be given but only when at least 4 yellow slips have been logged in phase meetings.

Pink slips are serious and should only be given for serious behaviour issues.

- 1-3 pink slips meet with class teacher and parents/carers
- 4-6 pink slips meet with phase leader and parents/carers
- 7-9 pink slips meet with DHT and parents/carers
- 10-12 pink slips meet with HT and parents/carers—at risk of exclusion

If more than one pink slip is given there are behaviour modification activities that can be used with the child, these are located in the behaviour folder.

Movement of Children

Children are encouraged to be independent and use all areas of the school. As they get older they should be able to access art areas etc without constant supervision. However, individuals moving around school do so on trust and are expected to follow the guidelines below. Teachers should use their judgement on who can move around independently and apply the behaviour policy as appropriate.

Everyone in school is expected to move around sensibly and safely, being aware of others and giving way to visitors when appropriate.

Class movement:

- Teachers to lead classes round school electing monitors to hold fire doors open
- When moving around school keep to the left of the corridors

Playtimes:

- LSPs to monitor cloakrooms
- Teachers to be a presence in the corridor as pupils make their way in and out
- KS2 playtime; whistle blows once at end, pupils stop moving, call year groups in to stagger entry.
- Pupils should only be in school with a toilet pass (KS1)

Lunchtime:

- Dinner supervisors lead their dinner group to the hall, sandwich group to classroom.
- Operate the school rewards system
- Teachers should give support in the transition from lesson to dinner time.