



Brampton Village Primary School

Positive Behaviour Policy

Date Agreed	September 2020
Date of Review	September 2021

1. Behaviour Policy Introduction

As part of the caring ethos of our school we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this framework involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement. We acknowledge the crucial link between high self-esteem and successful social interaction and any sanctions will be used thoughtfully in order to keep self-esteem intact.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences, thus a graded system of sanction forms part of our policy.

2. Aims of the School

Underpinning this policy are the aims and values of our school.

Values

At Brampton Village Primary every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring, and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

Aims

We aim to:


- Create a nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.
- Provide exciting, engaging and creative learning experiences, which enable all children to become active, independent and effective learners who achieve their very best.
- Develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others & the environment.
- Enable all our children to become enquiring, responsible, resourceful and reflective young people, ready to face the future with confidence and to challenge themselves.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.
- Put the school at the heart of the local community, so that both school and village are enriched, and enable children to appreciate aspects of the wider world.

3. Principles underlying this policy

Our Positive Behaviour policy, together with our Personal, Social and Health Education curriculum, is designed to help pupils understand how membership of a community confers duties, responsibilities and rights upon the individual.

The aims of this policy are to:

- Encourage good behaviour
- Promote positive attitudes
- Develop moral codes and values
- Prepare pupils for citizenship



	R		
r	E	<u>flective</u>	<i>thinking about how to get better at learning</i>
re	S	<u>ilience</u>	<i>sticking at something and ignoring distractions</i>
res	P	<u>onsibility</u>	<i>making good choices in behaviour and learning</i>
r	E	<u>sourceful</u>	<i>exploring different ways to get things done</i>
re	C	<u>iprocity</u>	<i>working with others, listening and helping</i>
	T		

The school has a simple code of conduct which sets the standards of behaviour both in class and throughout the shared areas of the school.

Our School Code

- Do be gentle – Do not hurt anyone
- Do be kind and helpful – Do not hurt people's feelings
- Do work hard – Do not waste yours or other people's time
- Do look after property – Do not waste or damage things
- Do listen to people – Do not interrupt
- Do be honest – Do not cover up the truth
- Do move safely around the school – Do not run indoors
- Do as you are asked to do by adults in school – Do not ignore instructions or answer back



Brampton Village Primary School Code



4. Rights and Responsibilities of all members of school community

4:1 To belong to a community that actively upholds and encourages

- Honesty, loyalty and trust
- Self respect and a belief in their own talents, strengths and achievements
- Respect for others, their views and achievements
- Attentiveness and good listening skills
- Concentration, perseverance and commitment to work
- Sustained individual effort and the ability to work co-operatively in a team
- Respect for property and the environment
- Care, consideration and tolerance of others
- Politeness and good manners
- Behaviours that support the management of conflict

4:2 To belong to a community that actively supports and encourages its pupils to take pride in

- Showing consideration and respect for others and valuing differences
- Taking responsibility for looking after the school environment and equipment
- Working and moving about the school in a calm and sensible way
- Responding to adults politely and positively
- Saying no to bullying behaviour
- Learning to make choices and sort out minor disagreements independently
- Knowing when it is necessary to seek adult assistance

4:3 To belong to a community that actively promotes and upholds the following attitudes

- A sense of fair play, including respect for the processes of law and the rights of others
- A respect for different ways of life, beliefs, opinions and ideas
- A respect for rational argument and non violent ways of resolving conflict
- A sense of pride and belonging to the school community
- Independence of thought on social and moral issues
- An appreciation of the importance of democratic decision making
- A positive attitude to life and learning

4:4 To belong to a community that actively promotes and upholds the following moral codes and values

- A sense of right and wrong
- Concern for others
- Industry and effort
- Self respect and self discipline
- Honesty and truthfulness

5. Supporting positive behaviour through the curriculum.

5:1 Staff ensure that children receive appropriate work by

- Differentiating throughout the curriculum to meet individual need as this enables children to be purposeful and to achieve success in their learning.
- In their classroom organisation, staff will ensure that all children understand routines, our 6Rs for learning, our school code, and the class ground rules. The latter will be discussed with the children so that they understand their purpose and accept their fairness. In this way children are enabled to develop a sense of responsibility and to respect the needs of others.
- Time being spent at the beginning of the year establishing routines and there is also time allocated in the timetable to ensure positive behaviour when preparing to attend assembly, and lunch and other transitions within the school day.

5:2 PSHCE curriculum and personal safety programme.

- This work is designed to teach children that they play a part in keeping themselves safe and healthy
- Are all unique and special individuals.
- Can be aware of similarities and differences in others and value and respect these. Teaching methods encourage children to be enquiring and reflective and to develop attitudes of care and tolerance towards others. Issues covered include bullying and friendship.
- Can develop skills to know when and how to share problems with adults and skills to solve minor disputes independently. Where children have difficulty in developing the skills required to solve conflicts amicably, they will receive specific teaching and support in the development of social skills.

5:3 Spiritual, Moral and Cultural Education.

This is addressed:

- In the everyday life of the school

- Through the RE curriculum.
- At assemblies which are an important time when the whole school reaffirms their commitment to reinforcing caring, positive behaviours, respect and welcoming diversity and difference without prejudice.

6. Rewards for Positive Behaviour

It is important that the positive aspects of praise and rewards should have great emphasis. Evidence suggests that better standards of behaviour are achieved where there is a healthy balance between rewards and sanctions and good behaviour is rewarded.

6:1 Guiding principles -

Rewards are intended to

- reinforce the behaviour we expect
- boost the self-esteem of individuals
- help children to learn that the consequences of good behaviour are pleasurable, deserve recognition and are valued in school in the same way as academic effort and achievement.

6.2 Types of reward

Pupils who uphold the aims and values of the school may be rewarded in a variety of ways:

Rewards

- Non-verbal rewards – e.g. smiles, thumbs up
- Verbal or written praise from the class teacher or supervising adult.
- Stickers from the teacher or supervising adult.
- Dojo points (KS2)
- Lunchtime awards
- Sharing work or event in assembly.
- Verbal praise, gold stickers and written comments on work from Headteacher.
- Star of the week – each teacher can nominate up to **two** a week and they receive certificates of achievement.
- Headteacher's award – each teacher can nominate three pupils each term. These pupils are awarded a certificate in a special assembly.
- House points

7. Sanctions for unacceptable behaviour

Pupils who fail to uphold the aims and values of the school will be sanctioned depending upon the severity or the persistence of their inappropriate behaviour. The following behaviours are unacceptable:

- Disruption of learning – calling out, interrupting others, causing a disturbance
- Disrespect and disobedience
- Dishonesty
- Swearing
- Name calling
- Fighting or violent behaviour
- Threatening behaviour or bullying
- Destruction of property
- Stealing

- Leaving class without permission
- Sexual, racial, physical or verbal harassment

7:1 When dealing with unacceptable behaviour, staff should ensure that sanctions / consequences:

- Are appropriate to the individual
- Are immediate, consistent and fair
- Are positive i.e. critical of the behaviour but not of the child

Wherever possible, teachers should use de-escalation strategies to manage pupils' behaviour positively. See Appendix 1.

7:2 Consequences and sanctions should be staged:

Step 1 Make it clear to the child that you are aware of their behaviour and that it is unacceptable e.g. through a look, a pause, one word or a hand gesture

Step 2 Give a verbal reminder clearly focused on the primary behaviour (avoid being distracted by secondary behaviour). Make it clear that a change in behaviour is expected. Offer the child a choice, either they behave in accordance with the school code of conduct or class ground rule, or a sanction will apply.

NB No staff should ever publicly humiliate a child when responding to unacceptable behaviour

Step 3 Give time out within the classroom (e.g. move the child to another area of the classroom) or, at playtime, to a designated area of the playground.

Step 4 Apply one of the following sanctions:

- Loss of playtime minutes, supervised by a teacher or teaching assistant (Reception and KS1)
- Issue a red card and reflection supervised by a teacher during the following break time (KS2)
- Re-doing /finishing work at lunchtime / playtime

Or another sanction that is appropriate to, and in proportion to, the offence. If a sanction is applied, take the child to one side at the end of a session for a firm talk and agree a way forward.

Step 5 If the undesirable behaviour (eg continued rudeness, aggression, refusal to work, back chat) persists, give time out of the classroom. Children should be sent to another class with work (by prior agreement with another teacher) or to the Headteacher / Deputy Headteachers's office. The child will need to be escorted by an adult or if impractical a responsible classmate. Children should not be left unsupervised outside the classroom.

A record should be made in case a pattern emerges. Issues may be followed up at a later date.

Step 6 A behaviour contract should be negotiated or set up and a behaviour modification / motivation chart put in place for the child. This should include realistic targets and rewards (to

be set up outside the lesson time). Parents should be informed about the class teacher's concerns regarding their child's behaviour at this stage.

Step 7 Where a child behaviour continues to be a cause for concern, parents will be invited to discuss their child's difficulties with the class teacher. Parents will be asked to support the school in conveying to their child the unacceptability of their behaviour.

Where appropriate, a Pastoral Support Plan (PSP) may be put in place:
In such cases parents will:

- Meet with a member of the leadership team to clarify behaviours causing concern. These will be behaviours that are persistent despite the use of stepped approach detailed above.
- A copy of the PSP will be sent to parents detailing focused strategies and the type and level of support the pupil will receive from the school.
- Parents will be invited into school to meet with a member of the leadership team once a term to review the PSP and to set new targets if appropriate.
- The Headteacher or Deputy Headteacher will be informed of a PSP being in place and this will be logged on My Concern if appropriate.

Step 8 Where these steps do not result in improvement in behaviour, or where a child's unacceptable behaviour causes injury or risk of harm (emotional or physical) to another, or deliberate damage to property, the Headteacher / Deputy Headteacher should be involved. An immediate sanction will be applied and parents informed.

Parents will then be involved by: -

- A telephone call or email outlining events, actions and consequences and/or
- A formal meeting with parents, child and school to discuss ways forward

All such offences will be recorded on My Concern by the Headteacher / Deputy Headteacher, or the SENCo if involving a pupil with an EHCP or other identified SEND.

Step 9 In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, and where parents have already been informed, the child will be excluded for a fixed term. (There may be very rare occasions when an isolated incident is so serious that immediate exclusion is considered necessary. In such a case, it may not be possible to contact parents prior to exclusion.)

An Individual Risk Management plan will be put in place for any child who is at risk of exclusion. Specialist advice will be sought at this stage.

Step 10 In very extreme cases, where attempts to modify a child's behaviour and the intervention of outside agencies have been ineffective, a child may be permanently excluded from school.

8 Physical Intervention

On rare occasions there is no alternative to restraining pupils physically, in their and others' interests and safety. Such interventions should be made only when they are likely to succeed and only in accordance with the school's Physical Intervention Policy.

Appendix 1 – De-escalation Strategies

Verbal Behaviour

Verbal communication operates at many levels within the teaching, caring and therapeutic processes at school. It is the most important skill staff have in helping children towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess.

DO

1. Acknowledge the existence of a problem.
2. Give reassurance and offer support.
3. Be aware of voice quality, pitch and power. Make good use of pauses.
4. Paraphrase what is being said, and check back with the child that it is accurate.
5. Present facts or issues which may not be known to the child.
6. Use personalisation and former relationship patterns.
7. Put the onus on the child to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the child an 'escape route'.
8. Use the word 'we' in discussion and explain that the solution can be a 'together' solution.
9. Offer "If I were you.... But it's up to you" scenarios, if appropriate.
10. Identify the options with the child.

DON'T

1. Put the child in a position of no escape.
2. Use destructive criticism.
3. Remind the child of previous situations s/he would prefer to forget.
4. Use personal details of a child in front of the group.
5. Make unrealistic threats.
6. Make insensitive remarks.
7. Lose your temper.
8. Use "You will" statements.
9. Get involved in "You did – no I didn't" arguments.
10. Argue with adults present.

Non-Verbal Behaviour

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly but frequently. Non-verbal signals can be used to de-escalate at a very early stage, or to signal a very low status adult involvement. If these signals are sent there will usually be a response. Similarly acknowledging non-verbal signals from within the group or from an individual enables early, low status staff intervention to occur.

DO

1. Make an attempt to look at an individual when you are making an important point.
2. Be aware of the signals which you give out by your body position and posture.
3. Try to sit down.
4. Nod your head to indicate attentiveness.
5. Smile to show agreement.
6. Be aware of the physical distance between yourself and others.
7. Raise your eyebrows to question.

8. Use hand, shoulder, and whole body gestures to support discussion.
9. Use physical contact as reassurance.
10. Seek signals that your message has been correctly received.

DON'T

1. Invade personal space.
2. Use staring threatening eye contact.
3. Stand over pupils in a threatening manner.
4. Appear to lack confidence.
5. Appear tense.
6. Be oblivious to signals within the environment.
7. Retaliate with physical gestures.
8. Use inappropriate physical contact with particular children.
9. Remain static.
10. Appear intimidated.

Group Control

Good group control is an integral aspect of effective work with children. If there is no order to group functioning neither individual, or group objectives can be met.

DO

1. Be there on time to greet children. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult placed on the activity/lesson and makes colleagues' tasks easier.
2. Be efficient. The more efficient you are the better you feel, the higher your level of confidence, the better things are likely to go.
3. Settle the group to its task with as little delay as possible.
4. Clearly state the expected task which must be relevant to the ability and interest levels of the children.
5. Check that you have been understood.
6. Try to be clear and decisive.
7. Address and resolve situations, don't let them drag on or escalate without attention.
8. Be alert to what is going on and ensure that your attention is distributed across the group.
9. Relate to all the children in the group by verbal exchange and social reinforcers, such as eye contact and nods.
10. Make use of the pupil management systems already in school.

DON'T

1. Be unclear and hurried in speech and actions.
2. Overreact.
3. Issue complicated instructions.
4. Show favouritism.
5. Be inconsistent.
6. Provoke by ridicule or sarcasm.
7. Have inappropriate expectations.
8. Belittle effort or endeavour.
9. Send children off in numbers that will be problematic for someone else.

Attitude and Approach

Staff members' attitudes and approach in all situations affects the quality of relationships with pupils. In situations of rising tension staff attitude and approach is crucial. It can either improve or complicate the chance of success.

DO

1. Appear calm and collected if at all possible.
2. Be clear and firm about boundaries of acceptability.
3. Show a non-biased nature.
4. Be prepared to listen.
5. Know when the situation is in stalemate, don't create a win/lose situation without it being a calculated decision.
6. Be flexible in thought and response.
7. Spontaneously provide a range of roles from dominance to reflective support.
8. Value people as individuals.
9. Be a sensitive, objective observer who can make valid diagnoses.
10. Trust others and perceive them as being able to solve their own problems.

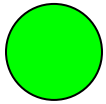
DON'T

1. Be fooled into thinking you should always be able to deal with any situation.
2. Expect colleagues to do without your support.
3. Be insensitive.
4. Be unfair or hostile.
5. Use high status intervention where low status will suffice.
6. Don't emphasise the situation out of all proportion.
7. Allow yourself to be wound up.
8. Carry on even when you know you are wrong.
9. Restart the argument or incident once calm has been achieved.
10. Use unnecessary peer group pressure.

Green behaviour	<p>Do be gentle, kind and helpful; work hard; look after property; listen to people; move safely around the school; be honest; do as you are asked to do; do work hard.</p>	<p>Reward positive behaviour and be consistent. Continue to give clear guidelines for acceptable behaviour together with praise and encouragement.</p> <p>Reception and KS1 – Use our 6Rs stickers and the class visual stepped approach to recognise when children are excelling in their behaviour. This system is also used to recognise lunchtime reward slips.</p> <p>KS2– Award class dojos. Children will be given a house point once they’ve earned two class dojos. During lunchtime reward slips are issued which earn a house point.</p> <p>Across the school other systems may be used to reward the whole class e.g. a class marble jar. These are decided and implemented by phases so there is consistency across the phase.</p>
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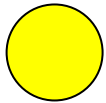
Yellow behaviour	<p>Hurting people's feelings</p> <p>Rough play</p> <p>Wasting time (own and others)</p> <p>Interrupting</p> <p>Potentially damaging property</p> <p>Running indoors</p> <p>Covering up the truth</p> <p>Mild rudeness</p> <p>Ignoring an instruction</p> <p>Answering back</p>	<p>Step 1</p> <p>Give a verbal reminder clearly focused on the unacceptable behaviour. Make it clear that a change in behaviour is expected.</p> <p>Offer the child a choice, either they behave in accordance with the school code of conduct or class ground rule, or a sanction will apply.</p>
	<p>Displaying a Yellow behaviour for the second time.</p>	<p>Step 2</p> <p>Give time out within the classroom (e.g. move the child to another area of the classroom) or, at playtime, to a designated area of the playground.</p> <p>Reception and KS1 - Use the class visual stepped approach to move children down.</p> <p>KS2 – Use of negative dojos which also affects the class dojo percentage.</p>
	<p>Displaying a Yellow behaviour for the third time.</p>	<p>Step 3</p> <p>KS2 – Issue a red card</p> <p>Reception and KS1 – Use the class visual stepped approach to move children down e.g. move them down to the red circle.</p>
Red behaviour	<p>Physical aggression</p> <p>Persistently interrupting (disrupting learning)</p> <p>Persistently wasting time</p> <p>Damaging property</p> <p>Deliberately behaving in an unsafe way</p> <p>Deliberately covering up the truth</p> <p>Rudeness</p> <p>Deliberately ignoring an instruction or continuing to answer back after a warning has been given.</p> <p>Violence, fighting, bullying, deliberately causing injury, deliberately disobeying an instruction or swearing at a member of staff.</p> <p><i>With the children, we agree that some behaviours need to bypass the system above because of their serious nature. Where the following behaviours happen, the child is sent straight to the Deputy/Headteacher.</i></p> <ul style="list-style-type: none"> - Bad language - Aggressive physical contact - Racist comments - Deliberate defiance 	<p>Step 1</p> <p>Reception and KS1 – Use the class visual stepped approach to move children down e.g. move them to the red circle.</p> <p>Possible sanctions</p> <p>Loss of playtime minutes for reflection about behaviour and/ or completion of work that has been missed. Refer to the Headteacher or Deputy as needed. Work may be completed at another time.</p> <p>KS2 – Issue a red card for loss of playtime and reflection about behaviour. Loss of playtime and reflection is supervised by a teacher. Reflections are recorded and retained for future reference.</p> <p>The KS2 Assistant Headteacher keeps a record of red cards and if a child is issued with three within a term the child's parents are contacted. Strategies are put in place to support the child with changes to their behaviour.</p> <p>If the behaviour involves another child getting hurt, is unsafe or property is damaged parents are contacted on the same day whenever possible.</p>
		<p>Step 2</p> <p>If they child persists in behaving in an unacceptable way (eg continued rudeness, aggression, refusal to work, back chat) persists ... remove him / her from the class/playground, send to one of the Assistant Headteachers.</p>
		<p>Step 3</p> <p>Refer to Headteacher or Deputy Headteacher. Withdrawal of privileges including exclusion from whole school activities, trips, events, clubs.</p> <p>If a House Ambassador receives 2 red cards this privilege is withdrawn for 2 weeks. A further 2 red cards means that this role is lost.</p>
		<p>Step 4</p> <p>Actions may include:</p> <p>Individual Behaviour Plan or Risk Reduction Plan</p> <p>Fixed Term Exclusion / Internal seclusion</p> <p>Parents contacted immediately to remove child from school if appropriate.</p>

Our school code (incorporated in our Behaviour Policy) applies equally to *all* children, in *all* circumstances, at *all* times of the day – i.e. during lessons, playtimes, lunchtimes, assemblies, in corridors, halls etc. The Traffic Light system is a simple mechanism for communicating to children that *all* adults expect them to behave in accordance with our school code. This paper should clarify the link between our Behaviour Policy, School Code and the Traffic Light System.



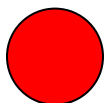
GREEN: We believe that positive reinforcement and the rewarding of good behaviour is more powerful than punishment. *By consistently rewarding positive behaviour we make it clear to pupils what sorts of behaviour are acceptable and encouraged.* Staff should seek to recognise positive behaviour by using the reward system in place for their key stage.

Rewards should be awarded for kindness, courtesy, helpfulness, gentleness, good listening, persistence with a difficult learning task, resourcefulness, good team work, responsibility etc.



YELLOW: We want children to take responsibility for their behaviour. Children need to learn that they have choices to make about the way in which they behave; saying, 'It's not my fault, I just lose it when I'm angry' is *not* acceptable. Children will feel anger / irritation / hurt, but they have choices about the way in which they react to that feeling – they can and must make positive behaviour choices. Staff should make it clear to children that they are being given a warning and that they need to change their behaviour.

Staff should give a warning to the child about their choice of behaviour and give them a chance to put it right. Removal to another area (away from distractions) or 'time out' may be given. R-KS1 the class stepped behaviour chart will be used to indicate yellow (warning) behaviour. In KS2 the class dojo system can be used e.g. giving a negative dojo which also affects the class dojo percentage.



RED: Children need to understand that behaviour has consequences. *Everyone in our school has a right to be safe, happy and able to learn.* If, through deliberately disruptive, hurtful or unsafe behaviour, a child infringes these rights then they must take the consequences; a sanction will always be applied if a red card is given. *Staff must make a judgement about whether the offence should be dealt with by the class teacher, an Assistant Head, the Deputy Head or by the Headteacher (see below).*

Children must be sent to the Deputy Head or Headteacher for fighting or bullying, if they have deliberately injured another or very deliberately disobeyed an instruction.

Reception and KS1 – The class stepped approach is used and an appropriate sanction is applied.

KS2 – A red card is given to indicate that a child has deliberately broken the rules in our school code and that he/she must take the consequences for such behaviour.

Red Cards

Refer to the School Code and or 6Rs when discussing the behaviour with the child.
Record information on the 'red card', completing each section.
Unless issued by the child's class teacher, pass the Red Card to his/her teacher



Class teacher to give the red card to the pupil at the start of the next break time and send them to the middle phase library area.
A teacher will supervise reflection and pass the red card on to the KS2 Assistant Headteacher.



The KS2 Assistant Headteacher teacher will monitor the number of red cards given to each child to look for patterns and also follow up repeated red cards.

Example of a red Card

Name _____

Date _____

Class _____



When did the behaviour take place? (please tick)			
Morning	Break	Lunch time	Afternoon

Behaviour

Member of staff issuing the card _____

Please pass this red card on to the student's class teacher.