

## 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**

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.

In their time with us, children learn 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.

## Rewarding Positive Behaviours

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

Rewards may include:

- Verbal or written praise.
- Stickers.
- Sharing work or event in assembly.
- House points.
- Awarding of privileges or posts of responsibility.
- Star of the week – a certificate is awarded.
- Headteacher's award – pupils are awarded a certificate in a special assembly.

## Unacceptable Behaviours

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

## Dealing with Unacceptable Behaviour

Unacceptable behaviour is always challenged. A staged response, and graded system of sanctions, are employed:

**Step 1** It will be made clear to the child that their behaviour is unacceptable e.g. through a look, a pause, one word or a hand gesture

**Step 2** A verbal warning will be given. The child will be told that, either they behave in accordance with the school code of conduct, or a sanction will apply.

**Step 3** 'Time out' within the classroom (e.g. moving the child to another area of the classroom) will be given. 'Time out' at playtime with mean moving the child to a designated area of the playground e.g. near the adult on duty.

**Step 4** A sanction, e.g. loss of playtime minutes / Golden Time, will be given. The sanction will be appropriate to, and in proportion to, the offence.

**Step 5** If the unacceptable behaviour persists, time out of the classroom may be given. Children may be sent to another class or to the Headteacher's office.

**Step 6** In cases of persistent unacceptable behaviour, a behaviour contract will be drawn up and a behaviour modification / motivation chart put in place for the child. This will include realistic targets and rewards. Parents will be informed of the class teacher's concerns regarding their child's behaviour at this stage.

(Cont. overleaf)

**Step 7** Where a child's 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.

**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 or Deputy Headteacher will be involved. An immediate sanction will be applied and parents informed.

**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.

A pastoral support plan will be put in place for any child who is at risk of exclusion. Advice will be sought from the Inclusion Team 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.

# Brampton Village Primary School

## Behaviour Code



