

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

Brant Broughton Church of England & Methodist Primary School



BEHAVIOUR POLICY

September 2022

Brant Broughton Church of England and Methodist Primary School Behaviour Policy

The Board of Governors have agreed a statement of general principles with regard to behaviour which is reviewed annually, this is available on the school website. This policy has been formulated with these principles in mind and demonstrates the schools commitment and compliance with DfE guidance (Behaviour and Discipline in schools (Jan 2016)).

Each child will be encouraged to develop the skills, Christian values and attitudes that enable him/her to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.

Aims

- To provide a safe and happy environment based on Christian Values.
- To encourage good manners and positive behaviour
- To ensure that everyone knows what is expected of them
- To promote self-esteem, mutual respect, independence and an awareness of the difference between right and wrong
- To create an atmosphere in which everyone feels valued

Children will be encouraged to manage their own behaviour by:

- Taking responsibility for themselves, each other and their environment
- Feeling positive about themselves by celebrating achievements
- Making appropriate choices and decisions
- Developing relationships through work and play
- Developing life skills
- Developing a good understanding of our Christian Values and how to show these in everyday life.

Code of Conduct

It is important that children understand what sort of behaviour is acceptable and how that will be encouraged. This will be discussed by staff and children and a set of rules will be agreed; these will be clearly displayed around the school. By identifying and rewarding positive behaviour we aim to effectively promote and reinforce it.

All classrooms have a peg system where each child has a peg with their name on it. Everyone's peg starts the day on 'ok' and moves up to 'well done' or down to 'oh dear' as appropriate. Each day is a new start. This system is particularly reinforced in Polar Bears class and every class at the start of the year. The aim is that learning behaviour is so well established that in other classes it is rarely used by the end of the year.

Positive Behaviour

- Listening in class

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- Walking quietly inside the school
- Following the instructions of an adult promptly
- Respecting property of the school and others
- Being kind to others
- Being helpful to staff or other children
- Speaking respectfully to adults and each other
- Trying their best
- Working hard in lessons

(See Golden Rules in Appendix A)

There will be rewards for positive behaviour in the form of Smileys.

Details of how the rewards will be given can be found in Appendix B.

Unacceptable behaviour

Behaviour considered to be unacceptable includes:

- Hurting someone
- Name calling or using unkind words
- Racial abuse
- Swearing or using offensive language
- Being dishonest
- Theft
- Damage to property
- Interrupting the learning of others
- Failure to follow instructions when asked to do so

There will be consequences for unacceptable behaviour.

Details of how the sanctions will be carried out can be found in Appendix B.

Reporting of incidents

If an incident occurs where a child is hurt or the actions of a child endangers themselves or others an incident report is made.

Children are given the opportunity to record their knowledge of the incident and the report is referred to the head teacher or teacher in charge to take action in accordance with the school behaviour policy. Where a serious incident occurs which results in a child refusing to come into school, hurting another child, or other incident which is considered to be causing risk to themselves or others, a risk assessment specifically for that child will be completed and shared among relevant staff.

Responsibilities

Role of the child

- To follow the school rules

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- To report any incidents that they consider to be unsafe to an adult
- To report any incident where they feel unhappy to an adult
- To reflect on their behaviour to ensure they are always doing their best.

Role of the staff

- To be positive role models, demonstrating good behaviour
- To maintain a positive learning environment with high expectations
- To treat all children fairly
- To recognize and reward children's efforts
- To maintain discipline within the school setting both in and outside class by providing rewards and sanctions
- To be consistent in following the school policy, guidelines and values.
- To give children time to reflect on their actions and behaviour
- To discuss any problems at staff meetings and with the Headteacher
- To attend training (where necessary) to enable them to manage behaviour effectively

Role of the Parent/Carer

- To support the school behaviour policy
- To encourage their child to make the right choices and follow the School Rules
- To inform the school promptly if they believe their child has been the victim of any unacceptable behaviour

Equal Opportunities and Children with Special Needs

For children with special behavioural needs, additional strategies, rewards and sanctions may be used. These will be discussed and agreed with the child, parents/carers, class teacher and additional adults as part of their IEP. They will be closely monitored and reviewed regularly.

Additional Support

From time to time any child whose behaviour is causing concern could be given a behaviour chart or individual target record to encourage improvement. These will be utilised for a set period of time. School also uses the 15 Step Kidz Skills Programme for individuals requiring additional support which requires involvement of parents and carers and an identified adult to support with this – Mrs Bedford and Mrs Jackson are both trained in the Kidz Skills Programme. See Appendix C.

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

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doing so. The headteacher 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 has calmed down, 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.

Persistent Misconduct

School follows the Lincolnshire Ladder of Behavioural Intervention where necessary which outlines identifying any unmet special need in Step One and use of Early Help where necessary. School will follow these steps for any pupils we identify persistent issues with. A Pastoral Support Plan will be put in place for these pupils where necessary. If these steps do not work school will proceed to Step Two of the Ladder of Behavioural Intervention and refer to BOSS (Behaviour Outreach Support Service) of a targeted school-based support worker. If necessary Step 3 of the ladder will be followed leading to a placement in a Pupil Referral Unit.

Use of Reasonable Force

School follows the procedure for the use of reasonable force outlined in the DfE advice July 2013. All members of staff have a legal power to use reasonable force. It can also apply to people who the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school visit. It can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. It is not to be used as a punishment as this is always unlawful.

Reasonable force could be used to separate pupils who are fighting; to encourage a pupil to leave a room when instructed for their safety or the safety of others; in order to search a pupil for prohibited items such as fireworks or weapons. School does not need parental consent to use reasonable force. All members of the teaching team have current Team Teach qualifications (Jan 2018), and where possible these teachers will be called upon to support any major incidents. An ongoing programme of training will be developed to ensure as many staff as possible will use these techniques, e.g. guiding, caring C, 'seated double embrace'. These are used as a last resort. The Team Teach 'Help Script' has been shared with all teaching staff:

"Alex (wait for acknowledgement), I can see that... I'm here to help...Talk and I'll listen...Come with me and we can..."

As has the Help Script for Colleagues: "I'm here to help Mr Smith..." "Can you help by..."

Following use of reasonable force an incident report will be completed by the member of staff concerned.

Any complaints about use of force will be thoroughly, speedily and appropriately investigated.

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Behaviour Outside School

School will also expect pupils to uphold the values and expectations of the school when travelling to and from school, when on school visits and when taking part in any school-related activity. Misbehaviour outside of school will be followed up where it may have an adverse effect on the smooth running of school; where the reputation of the school may be at stake and where a pupil or member of the public may be at risk.

Complaints Procedures

Please refer to the procedure outlined in the School Brochure and the Complaints Policy on the school website.

Monitoring and Review

The headteacher will be responsible for monitoring the implementation of this policy and reporting to the Governing Body on its effectiveness.

Agreed by the Governing Body

Date.....

Signed:.....

Date of review: September 2024

Appendix A

Golden Rules

- We are kind, helpful and gentle.
- We listen to others.
- We treat everyone with respect.
- We never hit or name-call even if someone else has done it first.
- We are honest.
- We look after property and each other.
- We make the most of our learning time.

Appendix B

Step 1	'Well done'
Step 2	1 Values Point (move your name up to 'Well done'), show your work to another class or adult
Step 3	25 Values Award Certificate
Step 4	50 Values Award Certificate
Step 5	75 Values Award Certificate
Step 6	100 Values Award Pin Badge

Step 1	Warning from an adult/Move your name to 'Oh dear'
Step 2	Final warning, "This is your final warning".
Step 3	Time out in class next door/different table/missed playtime or lunchtime
Step 4	Time out in class across the corridor
Step 5	Sent to the Headteacher
Step 6	Report Card for 1 or 2 weeks/ Meeting with parents

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Play Time

Step 1	'Well done'
Step 2	Lunchtime Sticker
Step 3	Values Award
Step 1	1 st Warning. Then: "This is your final warning".
Step 2	Time out on playground/in hall
Step 3	Time out inside/Pass to Play

'Time Out' could include missing playtimes and lunchtimes if appropriate. Other sanctions at Step 5 could include removal of from other additional school activities such as trips, special events or being part of a school team.

For serious incidents which involve a child or adult being physically hurt, the wilful destruction of property or vandalism to the premises or the severe disruption of learning due to the actions of a child the Headteacher may decide not to apply the initial sanctions and move straight to fixed or permanent exclusion.

Appendix C



Kids' Skills Plan

Skill to be developed:

Name the skill:

Benefits of the skill:

Supporters:

How confident are we that the skill will be achieved:

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Celebration:

Demonstrate the skill:

Go public:

Practise the skill:

What to do if you forget the skill:

Celebrate:

Teach it:

Next Skill to learn:

17th May 2019

1. If the child has problems, convert them into skills the child can learn. Remember that a skill is not the ability to NOT DO the wrong thing but the ability to do the right thing instead.
2. Agree with the child which skill he will learn. Let the child participate in the discussion about what skill he should learn. Children are often well aware of what skill they should improve.
- 3 Let the child give the skill a cool name. If necessary, help the child in finding a name for his skill or have him ask his peers to help him in coming up with a suitable name for the skill.
4. Let the child choose himself a power animal or another creature that will help him to learn the skill. Ask him to draw or get hold of a picture of it and let him tell you how it will help him in learning the skill.
5. Explain to the child, and ask others to explain too, what benefits there are for the child and to other people of him mastering the skill. When he has heard what other people have to say about the benefits of the skill, let him add what he himself considers to be the main benefits of the skill.
6. Help the child recruit a number of supporters, adults as well as other children. In school you may want to divide the children into small groups consisting of four pupils each, in which the children help each other to learn their skills. When persons accept to become the child supporters they can show it by writing their name onto the child's poster or into his skills book. Supporting the child means that the supporter observes the

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child's progress show admiration for success and write down notes about observed proficiency onto the child's poster or into his Skills Book.

7. Tell the child what makes you and have the other supporters also tell him what makes them, confident that he will learn the skill. When the child has heard what others said, let him tell you why he himself is confident that he will learn the skill.

8. Plan in advance with the child how you will celebrate when he has learned the skill. When you are using Kids' Skills with a group of children, it is advisable to arrange a common celebration for all children where parents will be invited to take part.

9. In order for the child to practice his skill you will have to find a way in which he can demonstrate to you how skilful he already is. Talk with the child about how a person who masters that skill well behaves in various situations and let him show you in a role-play what that means in practice. This way you and the child will develop ideas of how he will be able to rehearse his skill in practice.

10. Help the child go public about his skill. You can ask him to tell everyone about the skill he is learning but the best way to go public it is to let the child put up on the wall a poster which, in addition to his name, tells who his supporters are and what skill he is presently learning. The poster can also have a picture of his power animal as well as a list of the central benefits of the skill. In addition to the poster, the child should also have a Skills Book, a notebook about his project that he can show to his supporters and into which his supporters can write notes about their observations of his skilfulness.

11. Have the child practice his skills, preferably on a daily basis, by giving him opportunities to show other people how good he already is at doing his skill while others respond by showing him their appreciation. For this purpose you may need to create together with the child a role-play of some sort with which he can demonstrate his skilfulness. Another alternative is that you agree with the child that his supporters will pay attention to his behaviour and take notes of the times he spontaneously shows mastery of his skill.

12. It is easier to learn skills than to try to get rid of problems, but it is still not all that easy. Therefore talk with the child about what to do should it happen that he sometimes 'forgets' the skill he is learning and

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behaves in the very way he is learning not to behave. The best way to prepare for these situations is to let the child tell his supporters how he wants them to remind him or help him in such a case.

13. When it is time to celebrate, the child is publicly awarded for having learned the skill or having made substantial progress in learning it. At this stage you ask the child how other people have helped him to learn the skill and let the child tell you in what way each of his supporters has been helpful. Help the child find a way to deliver his thanks also to those supporters who are not present at the celebration.

14. Encourage the child to teach the skill to another child who also needs to learn the skill.

15. Discuss with the child what skill he will learn next.