

Braybrook Primary school

Behaviour Policy

Values and Beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make.

We believe that children have rights and responsibilities

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards

Behaviour Code

The school has a behaviour code which is written in consultation with the children and staff.

Class rules

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Peaceful places

Each class has a peaceful place. This is a place where children can go to take 'time out' in a positive way. Peaceful places are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in the peaceful place.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders as well as through the school council.

Curriculum

At Braybrook we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well ordered classrooms (for further details see the staff handbook)

The behaviour code and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Celebration boards – each class has a celebration board on which 'star students' are chosen on a daily basis

Stickers - given out by teachers, TA's and midday supervisors for effort with work and behaviour and achievement in work. Taken home to be shared with parents/carers

Marble Jar (or equivalent) – the class work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class.

House points – Given out by adults for achievement in work or behaviour. Goes towards termly house point cup and end of year trophy.

Well done Awards – weekly and termly Well Done awards given out in assembly

Inappropriate Behaviour

At Braybrook we will not tolerate behaviour which impacts on other people's learning and /or safety.

Incidents of inappropriate behaviour should be dealt with at the time using the following model:

1. Positive praise for the children who are complying with the rule.
2. A reminder given on what is expected and what rule they are breaking
3. Miss part of break and/or lunchtime
4. Miss all of break and/or lunchtime
5. Removal to another class for a set amount of time – inform parents
6. Sent to Headteacher / Deputy Headteacher – parents invited in

This model may not be suitable in all occasions; for instance where a child is putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Head teacher immediately.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then the following process may then be appropriate

1. Discussion between teacher/child/parent - agreeing on targets for behaviour
2. Behaviour modification programme (to be used as a short term strategy)
3. Seclusion in school
4. Seclusion to a unit in another school
5. Fixed term exclusion
6. Permanent exclusion

It may also be necessary to involve out of school professionals, such as the Educational Psychologist and the Pupil Referral Service throughout the above process.

Children who display significant and /or persistent behavioural difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

Policy approved by Governing Body - June 2008