

Braybrook Primary Academy



Behaviour Policy – Revised for Covid-19

Amendments to this policy, have been highlighted in red, to make clear the changes to procedures required during this phase of school opening.



Braybrook Primary Academy

Behaviour Policy

At Braybrook Primary Academy, we believe that all children and adults have the right to feel safe, secure and valued and to be treated with respect; learning or teaching without disruption.

We put great emphasis on the importance of interacting with others in respectful ways; creating positive relationships through the things that we do and say. We aim to provide care and support for our children and to support them in learning how to best manage their behaviour appropriately. At Braybrook Primary Academy, we believe that children have a responsibility to care for themselves, other people and their school.

Our school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive reinforcement strategies, promoting, praising, celebrating and rewarding good behaviour. Through this positive approach, we aim to pre-empt inappropriate behaviour, thereby enabling us to focus on the desired behaviours.

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.

Through the success of our Behaviour Policy, we aim to:

- create a calm, purposeful, safe and happy learning environment.
- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- encourage each child to take responsibility for his / her own behaviour, leading to increasing independence and self-discipline.
- create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- work in partnership with parents in dealing with any behavioural issues.
- encourage respect for individuals.
- lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- follow the school's policy and approach to behaviour; ensuring consistency and equity in its use.
- act as a role model for desired behaviour, treating all adults and children with respect.
- display **a revised and renewed classroom 'Children's Charter' clearly** and refer to it frequently when discussing and reinforcing the desired behaviours.
- explain how our mission statement and values underpin our 'Children's Charter'.
- be as consistent and fair as possible in the use of rewards and sanctions, taking into account each individual child's needs.
- **make children aware of appropriate and expected behaviours in all situations.**
- be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues with a whole school ownership and strategy.
- focus on good behaviour and positive reinforcement to raise self esteem, giving praise for good behaviour and achievements and actively trying to 'catch the children being good'.
- create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- ensure that each child has work appropriate to his / her level of ability.
- be punctual in collecting classes and ensure that children are never left unattended.
- deal with problems calmly.
- work in partnership with parents in dealing with any behavioural issue, informing them of an incident as soon as possible and explaining how it has been dealt with.
- work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- remind children that they are representatives of the school when they are on their way to and from school.
- keep organised behaviour records, **which should be entered directly onto Arbor (MIS), rather than documented on paper records.**

Pupils should:

- understand the 'Children's Charter' and the school's values which underpin it.
- take responsibility for their actions and recognise and reflect on their impact, in line with our school values.
- have the opportunity to reflect on and talk about issues once they are calm, **ensuring social distancing measures are adhered to.**
- co-operate readily with all school staff.

Parents should:

- Work in partnership with the school, to promote high standards of behaviour at all times.
- Be positive role models at all times, conducting themselves appropriately whilst on the school premises.
- Support the school and its behaviour policy, in applying both its rewards and sanctions.
- Help the children to understand the rules and the need for them in an ordered society.
- Ensure that their child attends school regularly and punctually and notify the school of reasons for absence.

Braybrook's VALUES and expectations:

Braybrook Primary Academy has five key values which underpin the behaviour expectations at our school. These are widely communicated and frequently revisited with children, through displays, PSHE opportunities, assemblies and follow-up conversations when behaviours are discussed and reflected upon (See Appendix 1 and Appendix 2).



The 'REACH' values

- R espectful and responsible
- E verybody matters
- A spire and achieve
- C onfident individuals
- H appy and healthy.

In addition to the '**REACH**' values, each 'Bubble' will draw up their own set of rules and expectations, which are discussed and agreed upon by the members of the class.

Reminders around new expectations and rules will be supported by staff, as children begin to work in new and different ways.

The school has an agreed range of rewards and sanctions that all staff operate within. Each class operates the same 'Behaviour Escalation Strategy' to ensure consistency of approach throughout a child's school life (See Appendix 3) but may have their own approach to class rewards.

Rewards for Appropriate Behaviour

The very large majority of our children behave well and are a credit to themselves, to their parents and to our school. We believe in rewarding them for modelling our values and recognise and celebrate their achievements through a range of rewards across the school.

The following rewards are used to celebrate and recognise successes around school:

- ✓ verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a value (overt praise can embarrass some children).
 - ✓ Head teacher awards and 'positive' postcards, which can be sent by ANY member of staff.
 - ✓ An agreed 'Bubble' approach (Star charts / tallies etc) which recognise positive behaviours and lead to a 'Golden Time' activity or reward each Friday afternoon.
 - ✓ A weekly celebrations assembly via 'Zoom' video conferencing, at 2.30pm each Friday, will recognise individual successes, and certificates will be delivered to 'Bubbles' for children to take home as usual.
- ❖ **house points; stickers; and other tangible rewards will not be used during this time, to mitigate risks relating to transmission of the virus.**

Sanctions for Inappropriate Behaviour:

At Braybrook Primary Academy, we have a 'Behaviour Escalation Strategy', to address behaviours during class sessions or during school session in a consistent and fair manner. This is well understood by all children and can be explained, in line with the expectations of the strategy. (See Appendix 3)

- For minor incidents (time wasting, swinging on a chair, talking out of turn): warnings – what behaviour needs to stop and why.
- For continued incidents or more serious incidents (calling out, walking around, rude noises, constant talking, arguing): the child progresses towards amber. **If the child escalates further to amber, one staff member from the 'Bubble' should walk the child around site to 'chill out', whilst maintaining social distancing. (All other children should be supervised within the 'Bubble' should this arise.)**
- For continued incidents or more serious incidents (refusing to comply; swearing or other verbal abuse towards children or adults; damaging property, preventing Teaching and Learning), **a walkie talkie should be used, requesting attendance by SLT. This leads to a sanction and a member of the Leadership Team contacting parents to make them aware of the issues that have arisen.**
- For continued incidents or more serious incidents (stealing, vandalism, racism, homophobic comments, violence, running around the school and refusing to comply, bullying) a child is moved directly to 'red'. **The Headteacher will contact parents and request the collection of the child, to ensure that all children and staff remain safe.**

Prejudicial homophobic, racial and bullying incidents are logged and recorded, with termly reports being sent detailing any such incidents to the Local Authority.

- Where behaviour is challenging and patterns are identified in incident logs (see Appendix 4), the Headteacher / Senior Leaders and 'Bubble Lead' will contact parents by phone, to inform them of this. If these behaviours then continue, the Headteacher will inform the parents of a decision, and no longer admit the child to school under the current terms of phased school opening.
- 'Launch Pad' lunch club will NOT run during this phase of school opening.
- Whilst there will be no exclusions for challenging behaviour at this time, the Headteacher will refuse to admit any child to school who presents a risk to themselves or to the safety and well-being of others.

Strategies to Support Inclusion

- Observing pupils and advising on appropriate strategies to best support them
- Supporting IEP's or IBP's if not SEND or without EHCP
- Circle time – under social distancing measures, where possible
- Anger management strategies, supported by input from the 'Family Liaison Officers' (FLOs)
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building
- Regular contact with parents

What is Bullying? (See separate Anti-bullying policy)

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often, over a period of time
- Targeted, or aimed persistently at one child or group of children
- Difficult for victims to defend themselves against

The three main types of bullying are:

- **Physical** - hitting, kicking, taking belongings
- **Verbal** - name-calling, insulting, making offensive remarks
- **Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, being a bystander

Bullying will not be tolerated at Braybrook Primary Academy

Any suggestion that bullying is taking place will be investigated.

Whole School Strategies:

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Talk time
- Assemblies – via 'Zoom' conferencing
- Monitoring of playground by staff on duty
- Playground Patrol by SLT (daily)
- Observing bullies/victims at playtime, around school and in class

What staff should do...?

- Listen to the victim, bully and any other pupils with information – log facts, not opinion
- Meet with the Head or **Senior Leaders** to discuss next steps. Other staff may also be involved, depending on their knowledge of the children

The next steps will usually be to:

- Meet separately with the victim and bully – **whilst maintaining social distancing**
- Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- **Contact** the parents of the victim/bully and explain all your actions. Arrange another **telephone call** to review the situation.
- Check regularly with the victim.
- **Arrange a time for the 'Bubble Lead' to address issues through PSHE within the 'Bubble'.**

What parents should do . . .

- Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns.
- **Contact the school to speak with the 'Bubble Lead'** to share your concerns.
- Give the **'Bubble Lead'** the facts.
- Reassure your child that the school will deal with the bullying and encourage him/her not to fight back.

What children should do . . .?

- Tell the **'Bubble Lead'** if s/he feels threatened and unsafe
- Stay with a group of friends
- Talk to their parents
- Tell the **'Bubble Lead'** when anything else happens or when it has improved