



Behaviour Policy



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 the '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 and on school trips.
- keep organised behaviour 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.
- 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.

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 and Appendix 4) 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).
- ✓ Dojos- which can be exchanged for a range of prizes and rewards. (See Appendix 3 and Appendix 4)
- ✓ stickers; star of the day; stamps; certificates; whole class rewards (When 1000 Dojos are earned).
- ✓ celebrations assembly; merit certificates.
- ✓ sit at the golden table at lunchtime and play in Launch Pad.
- ✓ Head teacher awards and 'positive' postcards, which can be sent by ANY member of staff.
- ✓ attendance awards.
- ✓ parent/teacher consultation – positive comments and report card target sheet; end of year reports and awards assembly - recognising good behaviours and attitude to school.

In addition to this:

- ✓ All children and staff in the school are in one of our four school Houses (Pioneer, Explorer, Discovery or Voyager).
- ✓ Dojos are awarded to children who have gone above and beyond the expectations of their teacher or another adult in the school, in terms of their behaviour, positive attitude or work.
- ✓ There are two House Captains for each house, a boy and a girl from Year 6, who are democratically elected on the basis of their speeches at the beginning of the academic year. The House Captains wear badges to show who they are.
- ✓ Dojo points awarded are collated every Thursday through Class Dojo.
- ✓ The highest scoring house team receives a reward on the final day of each term, in recognition of their collaboration and teamwork in being 'the best that they can be'.

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 5)

- For minor incidents (e.g. 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 (e.g. calling out, walking around, rude noises, constant talking, arguing): the child progresses towards amber.

- 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 'red card' is issued, 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 'red cards' are monitored monthly so that appropriate actions can be taken to ensure the children understand our behaviour expectations).

Prejudicial, homophobic, racial and bullying incidents are logged, recorded, and reported to the Local Governing Board.

- Where behaviour is challenging and patterns are identified in incident logs (see Appendix 6), the Headteacher / Deputy Headteacher and class teacher will meet with parents and the child (if appropriate) and keep the behaviour under review. At this stage it may be appropriate to implement an Individual Behaviour Plan (IBP) which is established collaboratively by the Headteacher / Deputy Headteacher / FLO or Inclusion Leader, along with parents / carers and the child. This is then reviewed monthly with parents, or as appropriate (see Appendix 7).
- If lunchtime behaviour is a concern, the child may be asked to go home for lunch, in agreement with parents, or may be offered a place in the 'Launch Pad' lunch club to alleviate pressure points during unstructured times.
- If there is no improvement in the child's behaviour, or for a serious, one-off incident of violence: this may lead to a 'Fixed Term Exclusion'.
- If the child has a series of exclusions and there are no improvements in behaviour following a multi-agency approach to support, or if other children are being put at risk on a daily basis: this may lead to a Permanent Exclusion (Following LA guidelines).

Strategies to Support Inclusion

- Observing pupils and advising on appropriate strategies to best support them
- Supporting IEPs or IBPs if not SEND or without EHCP
- Circle time
- 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
- Drop-in advice sessions with staff
- SEND referral – IEP formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Referral to PASP
- Individual Behaviour Plans
- Circle of Friends

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:

- A worries box – 'I want you to know' box
- Circle time
- Assemblies
- 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 Deputy Head 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.
- 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.
- Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation.
- Check regularly with the victim.
- Meet with a group of friends of the victim and encourage them to report any incident.
- Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher.

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.
- Make an appointment to see the class teacher to share your concerns.
- Give the classteacher 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 class teacher if s/he feels threatened and unsafe
- Stay with a group of friends
- Talk to their parents
- Tell the class teacher when anything else happens or when it has improved



Appendix 1

Braybrook Primary Academy's Values





Appendix 2

Braybrook Primary Academy's Values – Reflection Sheet

| | | |
|-------|-------|------|
| Name: | Class | Date |
|-------|-------|------|

REACH

Tick the values which you need to think about?

| | |
|--------------------------|--------------------------|
| Respectful & Responsible | <input type="checkbox"/> |
| Everybody Matters | <input type="checkbox"/> |
| Aspire & Achieve | <input type="checkbox"/> |
| Confident Individuals | <input type="checkbox"/> |
| Happy & Healthy | <input type="checkbox"/> |

1. How did your actions, behaviour or words stop you from showing this value?

2. How has it affected other people?

3. How has it affected you?

4. What should you do differently next time?

5. What do you need to do now to show you understand this value?



Appendix 3

DOJO REWARDS

Every 25 Dojo's you can choose a reward.

Every 1000 Dojo's the class will get a special reward.

| | | | |
|---------------------------------|-----------------------------|--------------------------|---------------------------|
| AR book quiz 100% | AR book quiz 80%/90% | Aspire and achieve. | Confident individual. |
| Daily Mile | Everybody matters. | Fantastic Writing | Go Noodle champion. |
| Happy and healthy | Incredible intervention | Marvelous maths! | Numbot certificate |
| Respectful and responsible. | Spectacular spelling! | Super concentration. | Super reading! |
| TF Rockstars | Working hard | Add skills | |



Appendix 4



DOJO REWARDS

25 DOJO'S

- *Treat from the Golden box
- *Wear your slippers in school for the day
- *Extra playtime
- *Sit in the Teacher's chair for the day
- *Bring in your favourite cuddly toy
- *Sit with a friend for the day
- *Show and Tell
- *Chromebook/Ipad at playtime
- *Be First in line





Appendix 5

BRAYBROOK BEHAVIOUR STRATEGY

'ESCALATION STEPS':

This strategy is intended to support behaviour management IN THE CLASSROOM.

(Each step should follow the usual informal verbal prompts / reminders and the child's name should be moved, where possible, without discussion or unnecessary disruption to the teaching or learning)

All children start on **GREEN** EVERY DAY.

*(THIS MAY LEAD TO A CHILD SHARING THEIR WORK USING THE **GREEN CARD.**)*

Should an issue arise during a teaching session, the child's name should be moved to BETWEEN **GREEN** and **AMBER** as a first warning.

If the behaviours continue, either in that or a later session, the child's name should be moved onto the **AMBER** as a second warning.

If things do not improve, the child's name is moved between **AMBER** and **RED** as a final warning and the child has 'TIME OUT' for 10 minutes using the **AMBER CARD.**

The child should take work or an activity for 'Time Out'.

This should be undertaken in an agreed class.

When the child returns from 'TIME OUT', if behaviour improves the child might move back towards **GREEN** in steps. However, if issues continue their name moves to **RED.**

Once on **RED** the child's name should be logged for future reference and the **RED CARD** sent to any member of SLT for immediate attention.

A child's name should be moved directly from **GREEN** to **RED** in the event of a

SIGNIFICANT issue. SLT should be alerted immediately using the **RED CARD.**

(e.g. Bad language witnessed by an adult / injury to another child or adult / damage to property etc)

NB: IF A CHILD'S NAME APPEARS ON RED, SLT WILL FOLLOW THIS UP WITH PARENTS & ENSURE THAT A CONSEQUENCE IS PUT INTO PLACE WHICH IS REASONABLE AND PROPORTIONATE.

The Head and Deputy Head are there to back up staff and to help them to deal with serious or inappropriate behaviour. Their involvement is planned and progressive, within the behaviour escalation process.

Children who are identified and recognised as staying on the green or, at worst, as moving to between amber and green, are known as 'Evergreens'. These children are rewarded at the end of each term, on 'Celebrations and Reward Day'.



Appendix 6



Braybrook Primary School Incident Recording Form



| |
|---|
| Date: |
| Time: |
| Member of staff: |
| Previous Incidents: Have there been previous incidents involving any of these pupils? <div style="display: flex; justify-content: space-around; width: 100%;"> Yes No Don't know </div> |

| Young People involved inc. class: |
|-----------------------------------|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

| Ethnic Group: | Perpetrator(s) | Victim(s) |
|------------------|----------------|-----------|
| White UK | | |
| White European | | |
| Black –Caribbean | | |
| Black - African | | |
| Black – Other | | |
| Indian | | |
| Pakistani | | |
| Chinese | | |
| Other | | |

| Action Taken / Recommended: |
|------------------------------|
| Discussion with young person |
| Class teacher informed |
| Parents informed verbally |
| Parents informed by letter |
| Meeting with Parents |
| Internal Seclusion |
| Seclusion – LA linked |
| Exclusion |
| Other |

| Was this a prejudicial incident? | YES | NO |
|------------------------------------|--------------------|------------|
| SEXIST RACIST XENOPHOBIC | DISABILITY RELATED | HOMOPHOBIC |

| How did the behaviour present? | |
|--|--|
| Verbal Abuse: Incidental – no offence intended or taken Persistent, intended to be offensive Inciting Others Vicious/Threatening Refusal to co-operate with others: Refusal to sit beside / talk to / work with / help | Violence: Jostling Intimidation Punching/kicking Serious fighting Other: Cyber – text, social networking etc Damage to property |

| Description of incident: |
|--------------------------|
| |

| ACTION / CONSEQUENCE: |
|-----------------------|
| |



Appendix 7

Individual Behaviour Plan Format - IBP



Braybrook Primary School Individual Behaviour Plan

Name:

Class:

Date of Plan:

Behaviour Targets: *(Maximum of 3 to be negotiated with the pupil)*

Background Information:

Behaviour Triggers:

Topography of Behaviour: (Describe what the behaviour looks like)

Preferred Support & Intervention Strategies:

Recording and notifications required: (inc. review date & time)

Agreed by :

Pupil:

Parent:

Headteacher: