



Bramhope Primary School Behaviour Policy

First written: September 2018

Reviewed in: September 2021

Reviewed by: All staff

Ratified by: Full Governors in September 2021

Reviewed: September 2022

A high standard of behaviour is expected at all times from all children. All members of staff are responsible for creating a positive school ethos which encourages children to feel good about themselves and to form positive relationships with adults and other pupils. Bramhope Primary School's values permeate every aspect of school life.

Principles

We have a restorative approach to managing behaviour at Bramhope based on the Team teach training which most staff have received.

These are the principles that inform our approach to behaviour at Bramhope Primary school:

- All adults model the school's values: **Belong. Be your best. Be Bramhope**
- All adults notice and celebrate when children behave well
- All adults actively teach children how and why to get along with others
- All adults refer to the same **school rules** when establishing boundaries
- All adults teach children that most actions are choices and that choices have consequences (this may not be the case for some children with specific learning needs)
- **All adults operate a zero tolerance approach to sexual violence, sexual harassment and racism. Children know it is never acceptable and will never be tolerated**
- **All adults operate a zero tolerance approach to bullying and cyber bullying children know it is never acceptable and will never be tolerated**
- **All adults help children to learn from their mistakes in a spirit of generosity and forgiveness**

Our school rules are designed to encourage children to be ready, respectful and safe:

All children are expected to:

- *Always behave safely*
- *Work hard and allow others to do the same*
- *Treat all adults and all children with respect and politeness*

- *Not hurt other people; help and look after them. Never bully*
- *Be honest and truthful*
- *During the school day, walk silently on the left -hand side of the corridors*
- *During the school day, walk between different areas of the site and stay on the path*
- *Help make our school a clean and pleasant place to be*
- *Do what all adults in our school ask them to do*

These school rules (see page 7 and 8) should be displayed in every classroom. Staff members should discuss them regularly with their class and children should be able to explain what they mean.

What behaviours do we want to be the norm?

		
ready	respectful	safe
Come to school on time.	Greet adults politely when we arrive each morning.	Move calmly around the school and outside.
Look at and listen to the person talking.	Thank the adults that we work with at the end of the day when we leave.	Use play equipment properly.
Follow instructions the first time.	Pick up after ourselves and others.	Kind hands and feet.
Start work straight away.	Do things for others because it feels good.	Tell an adult if something is wrong.
Wear the correct uniform.	Work hard in lessons.	Play only in the places allowed.
Line up promptly.	Notice when others have done something for me.	Use technology responsibly.
Come to school with the correct equipment.	Hold doors open.	Wash hands regularly.
	Win gracefully.	Catch and bin coughs and sneezes.
	Use people's names.	

Adults in school have a responsibility to:

- *Treat all children fairly and with respect*
- *Create a safe and pleasant environment*
- *Recognise that each child is an individual*
- *Teach and model good conflict resolution*

Parents and carers of children in school have a responsibility to:

- *Help our children realise the importance of their education and praise them for their efforts and achievements*
- *Encourage our children to respect other people and not to discriminate against someone because they are different*
- *Encourage children to solve problems without hitting, fighting or being verbally aggressive (including swearing)*
- *Communicate regularly with the children's teacher about any changes in circumstance which may impact on their child's behaviours*

- Support the school's behaviour policy and any immediate consequences such as ensuring agreed sanctions are imposed consistently
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Creating a culture of good behaviour:

We want children to behave well because it is the right thing to do and not always to get a reward. **However, it is the responsibility of all staff to set and maintain social norms.** Children must learn how to behave well, so they need us to be clear and consistent in our expectations, to point out to them what they have done that was good behaviour and to praise them when they have made good choices. **It is the responsibility of all staff to maintain our high expectations at all times.**

Setting and maintaining social norms

What to do:

Explain **clearly** what you expect, provide examples and **model** it.

Tell them why good behaviour is important and **get them to explain** it to each other and the group.

Narrate **positive recognition** for children doing the right thing.

Frame instructions using **positive language**.

Gain attention, **pause**, then give an instruction.

Only talk when the group is **silent** and looking at you.

Have a **signal for silence** such as a bell.

Stand still to speak and give good **eye contact**.

Explain **expectations** before they follow an instruction.

Break expectations into **small chunks** and provide lots of practice.

Arrange furniture with a **clear purpose**.

Have a **lining up order** and instruct line leaders to **stop** at given points.

Keep expectations at all times – **don't ease off**.

Reboot expectations regularly.

What to say:

Avoid asking 'why' questions when dealing with misbehaviour.

Use **partial agreement (maybe, but)** to stop conversations going off on a tangent.

Draw attention to the majority meeting expectations rather than the minority not doing so.

Give **conditional permission** when children ask to do something *When you have started your work, then I can come over and help you.*

Narrate the reason for tidying up: *If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...*

Narrate the reason for not wasting food: *It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.*

Enforcing the behaviour policy

Key to the success of the school policy is the understanding that certainty matters more than severity. **This is why all classes should use and display our Bramhope ladder (page 12 and 13) alongside the school rules**

At the start of a school year and regularly thereafter, all staff should refer to the **school rules and behaviour ladder** so that rewards and consequences are consistent throughout school. In addition, staff dealing with unacceptable behaviour should use consistent language as follows

Level One - reminder

The adult involved tells the child quietly but firmly, *"This is your first warning. You need to stop...state the behaviour which is causing problems) and start ..."* (Specify task to be completed)

Level Two –move to a different area in the class

If the behaviour continues, the child is informed that they going to move to a different area in the class and/or work in isolation. Ideally, this should never be for more than 10 minutes. Use the language of choice. *“You have chosen to keep on ...now you will need to...”* If the child understands what they did wrong and demonstrates that they are sorry through appropriate behaviour, then the problem is resolved and he/she may be invited to return to the group. **A class teacher should discuss persistent level 2 behaviour with the child’s parent, ideally in person (or by telephone) at the end of the school day.** Parents should be asked if there is anything happening outside of school which might be impacting on the child’s behaviour and if relevant, should be asked if the class teacher can share relevant information with other members of staff.

Level Three – move to an associate class

Our usual school policy is that if the behaviour continues the child is then sent to an associate class within the year team. The child should be told that their choice of behaviour (state exactly what behaviour) is unacceptable. *“you have chosen to continue to ... as a result, you will be sent out of class.”* The sending teacher gives the child work to do in the partnership class; any work that is missed is made up during playtime, supervised by the class teacher. The receiving teacher should not reprimand the child or attempt to counsel the child in any way. Any interaction (which should be neither positive nor negative) should be minimal. Under no circumstances should the child be allowed to help or join in with what the class are doing. **Parents may be informed if a child has had to work in a different class.** Again, ideally this should be in person at the end of the school day and class teachers should seek and share any relevant information regarding family circumstances.

Level 4 – refer to assistant head

If the behaviour continues then the child should be taken to one of the assistant heads with appropriate work. The response to an SMT referral depends on the child, the incident, the context and the number of times the child has already previously obtained an SMT referral. The assistant heads may respond in a variety of ways. For example:

- Discuss the issue and give a verbal warning, followed up by contacting parents
- Discuss the issue; inform the child that they will have a missed playtime/lunchtime or detention (KS2), followed up by contacting parents. Staff members must involve the assistant head (KS2) before awarding a detention. Reasons for detention must be clearly recorded so they can be shared with parents and governors as needed
- Discuss the issue and refer to the head teacher.

Level 5- refer to head teacher

If a child has been violent or aggressive towards another child, the head teacher should be informed. This is particularly important if a child has any marks (such as scratches or bruises) on them. **Any incident of misbehaviour that is deemed, by the victim, to be discriminatory (racist, sexist or homophobic) should also be reported to the head teacher.** The class teacher should make a written record of the incident and discuss appropriate sanctions with the head teacher. The head teacher will contact parents and arrange a meeting to discuss a sanction. The child may be internally excluded. In extreme circumstances, the head teacher may suggest a fixed-term exclusion. If this is implemented, the head teacher will formally notify parents and the chair of governors in writing.

Implementing sanctions

Sanctions exist to deter bad behaviour by having consistent consequences for poor behaviour and to educate the child about more appropriate choices. They do not exist to exact 'revenge'. **Staff members should always take time to speak to a child in order to find out more about the context of an incident and any relevant background/home information before imposing a sanction.** It is the responsibility of the staff member to deal with all incidents of poor behaviour in the first instance.

If there has been poor behaviour, the member of staff should seek to have a face to face conversation with parents about their child. Discussing behavioural issues demands sensitivity and often involves sharing confidential information. **Wherever possible, parents should be invited into school for a conversation and should not be spoken to at the door or on the playground.**

Staff members should always take notes during a meeting. Meeting notes should be recorded on the meeting record sheet. The meeting should end with an agreement of shared action points.

Recognising success

All staff should notice and celebrate when children behave well. Pupils who demonstrate that they are abiding by school rules should be recognised as follows:

Verbal praise: awarded daily, by all staff, for specific behaviours

Stickers: awarded daily by all staff (primarily in KS1) for specific behaviours

House points: awarded daily, by all staff, for going 'above and beyond' as well as in specific house events such as sport. No more than 2 house points to be awarded at a time. House points to be collated every week in celebration assemblies and 'house trophy' awarded each term for the house that has the most house points. House point totals are also published on the weekly letter to parents and are available on the website.

Celebration certificates: awarded weekly, by class teachers for those children who should be recognised for their individual academic efforts and/or achievements

Head's awards (postcard home): presented termly for pupils-a girl and a boy from each class who have 'stood out' as representing our school values: **Belong. Be your best. Be Bramhope**

Failure to finish work or complete work to a satisfactory standard

In some instances, children may not have applied themselves in class, but have not been disruptive. In such cases the child needs to stay with the class teacher over part of break time or lunchtime to finish the work they have failed to do properly in class time. **A class teacher should always discuss persistent failure to finish work with the child's parent and seek parental support. This will include clarifying class expectations for the individual. For example, introducing a 'what we expect from you' reminder such as the following example:**

What we expect when you are working in class:

1. The teacher will explain what you need to do and show you how much needs to be done
2. You will be given a fair amount of time to complete the work
3. If the work is not being done, the teacher will give you a reminder about what needs to be done and give you a timer if needed
4. If the work is not completed, you will have to work through your playtime
5. If the work is not completed at playtime, you will be given the work to take home

Special Educational Needs and Behaviour

If a child has a behavioural problem that persistently prevents them achieving, whether it disrupts the rest of the class or not, they may be considered to have a special educational need. An individual teacher's concerns are immediately shared with the SENDCO and possible types of action are discussed depending on the severity of the problem. Once a careful assessment of the behaviour and its causes has been identified then a planned Individual Education Programme can be devised. It is then reviewed in the normal way as outlined in the SEN policy. This programme may include modifications to the school's normal behavioural procedures and/or the drafting of an individual behaviour contract using a PBSP (Positive Behaviour Support Plan and pupil script –see template on p. 10 and 11)

Where a child has specific challenges in abiding by school rules, they may need to be offered 'time out' opportunities to calm down. In this instance, the nurture room in KS1 and pastoral room in KS2 can be used for de-escalation. Where a child has social and communication difficulties, they may find it very difficult to understand someone else's point of view. Additional restorative work such as going through a 'social story' to try and make a better choice next time may be effective in these instances.

Promotion of Equality

We are committed to promoting equality in all that we do. We also have a legal obligation to do so. **Any incident of misbehaviour that is deemed, by the victim, to be discriminatory (racist, sexist or homophobic), must be recorded as such.** The head teacher must be alerted and will complete a discriminatory incident form, regardless of the degree of culpability. It will not always be necessary to tell the perpetrator that a discriminatory incident has been logged. The response to a discriminatory incident is the same as for other offensive behaviour and will depend on the degree of culpability of the offender. For example, a three-year-old who calls someone by a racist name will be treated very differently from an 11yr old who does so. If racist bullying has occurred, the school bullying policy will be followed.

Behaviour management at playtime

Children should understand that our school rules remain the same throughout the school day. This is particularly important at playtime when it is vital that children demonstrate equal respect for all adults on duty, regardless of whether they are class teachers or teaching assistants.

Everyone on playground duty is responsible for working with Bramhope Buddies to ensure that playtimes are safe and enjoyable for everybody. It is the responsibility of all staff members to ensure there are adequate members of staff on duty at playtime. The number of staff required will change according to the ages of the children, location and the needs of individual children. At the end of playtime, one of the members of staff on duty blows a whistle to

signal that the children should stop, stand still and listen. Once this has happened, the member of staff blows their whistle a second time to signal that children should bring their equipment to the member of staff. Children should then line up quietly in register order. Staff members should ensure that all equipment is put away tidily in the allocated PE/playtime stores. There is a store on each playground. Class teachers should collect their classes at 1:00pm and children should walk quietly into class, ready for afternoon registration.

Behaviour management at lunchtime

All children should be escorted to the dining hall and asked to wait quietly until they start their lunch.

Children who have been attending a club from 12:00-12:30 should be escorted to the dining hall by the member of staff who has been leading the club.

Children should sit sensibly during lunchtime, chat quietly to people on their table and demonstrate good table manners. Children should not leave their table or the dining hall without permission and should only go to the toilet when they are given permission to do so.

Children should be encouraged to play actively outside at playtime and to stay outside during showery periods. If the weather is exceptionally poor, children should stay inside for the period of time in which they would have played outside. Children are expected to sit and chat sensibly with their friends or engage in quiet activities while they are in the classroom.

Behaviour management in the foundation stage

The same principles govern behaviour management in the foundation stage as in the rest of the school. During child-initiated play children are expected to:

- *Share things*
- *Treat everyone with respect*
- *Not hurt each other*
- *Help and care about people*
- *Look after the school and everything in it*

During adult-initiated sessions, whether in a group, whole class or with the whole school, children are expected to:

- *Work hard and allow others to work hard*
- *Do as they are asked the first time*
- *Always treat others with respect*
- *Keep their hands, feet and unhelpful comments to themselves*

These rules should be shared with the children and displayed near the carpet with visual prompts. As in the rest of the school, positive behaviour should be encouraged through specific encouragement and praise for good choices. During child-initiated play and small group adult-directed activities, verbal encouragement and praise will usually be sufficient, although other rewards may be used for exceptional behaviour or for specifically encouraging behaviours that are in short supply. During carpet sessions, where children may well be learning for the first time how to sit still and listen alongside others, some form of individual 'token' reward system may be used for good learning behaviour.

Sanctions in Reception

During Reception and Year One, children's personal and social behaviours develop massively. It is therefore difficult to generalise as to what may be suitable for a child. We might cajole a very young child, while expecting an older child to cooperate straight away. Children are still learning how to share, how to solve conflicts and manage difficult

feelings such as frustration and disappointment. For some this will manifest itself though hurting others, damaging property, swearing or saying nasty things. When children display such behaviours, this is a learning opportunity to help them learn better ways of dealing with the situation.

The procedure for dealing with such behaviours is:

- The child is told firmly but calmly and without shouting or display of anger that 'no' we do not do 'x'
- The child has 1:1 time out (up to 5 minutes) to reflect upon their behaviour and be helped to think about why it was inappropriate, what they could have done differently and how they could put it right. The child is reminded of the class rules and a parent is informed of the conversation either in person or by phone.
- Where the child is very angry indeed and is trying to hurt the adult, then the child should be taken to the nurture room. If necessary, to stop injury to the member of staff, restraint can be used (see physical restraint policy). This should always be a last resort unless it is part of a pre-arranged, individualised behaviour plan.
- After the child has discussed the behaviour and is ready to put it right, the child takes whatever restorative step has been agreed (usually saying sorry) and might have a sanction to reinforce the boundary – as appropriate. For example, they might have to play inside for a specified period or have further time out for a sanction/to reflect. For smaller scale incidents, saying sorry is enough.
- Parents will usually be told at the end of the day what has happened and what the school did to help the child learn from it.
- The FS teachers should decide whether the incident was stage 3 or stage 4. Stage four is for violent, offensive, bullying or defiant behaviours. Incidents should be logged
- Where a child has more than three stage four incidents in a half term or more than five stage three, then a meeting will be held with their parents so that a behaviour improvement plan can be drawn up to help the child make progress with their behaviour. Part of this plan will include a behaviour contract.

Unwanted learning behaviours in Reception

Where the behaviour is to do with poor learning behaviour, then the procedure is very similar than that for older children.

Level One. The adult involved tells the child quietly and politely, *"This is your first warning. Please stop... (state the behaviour which is causing problems) and start... If you choose to carry on ...then you will have to go (an appropriate space) for 5 minutes until you are ready to come and learn. "* Children may need to catch up on any work missed during child-initiated time.

Level Two. If the behaviour continues, they are asked to move to a different area and to think about their behaviour. This should never be for more than 10 minutes. Use the language of choice. *"You have chosen to keep on ... You know the fair rule. Now you will need to take time out to think about your behaviour for 10 minutes."*

Level Three. Should the behaviour continue then the child is sent to the assistant head. They should stay with the assistant head for a relatively short period (between 10 and 20 mins usually) ideally sitting isolation on the carpet. If the assistant head is not available, then a member of the foundation stage staff should take the child to the nurture room and follow the same procedure.

Level four. Violent, offensive, bullying or defiant behaviour. Young children are still learning to share and control their feelings, so the threshold for what is deemed level four behaviours will be higher than for older children. For example, a very young child who is still settling may kick a member of staff and this would not constitute level four behaviour. Indeed, it may only be necessary to explain once the child is calm that this is not what we do in school. A child who has been in the setting for some time however would receive a much firmer response.

Evaluation of the Policy

This policy will be reviewed and evaluated by all staff on an annual basis. Any problems or areas that are that are not appearing to be successfully upheld by staff will then be brought to the attention of staff and the policy will be reviewed and further training will be given depending on the needs perceived.

Acknowledgement: diagrams from Courthouse Junior School

Always behave safely.

Don't hurt other people, help and look after them. Never bully.

Work hard and allow others to do the same.

Be honest and truthful.

Treat all adults and all children with respect and politeness.

Help make our school a clean and pleasant place to be.

Do what all adults in our school ask you to do.

During the school day, walk quietly on the left-hand side of the corridors.

Appendix One

Bramhope Primary School

Positive Behaviour Support Plan

Support Plan for:

Date of Plan:

To be reviewed on:

<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to keep the child in the green as much as possible.</p> <p style="text-align: center;">•</p>	<p style="text-align: center;">Behaviour</p> <p>What the child does, says and looks like when he/she is calm and relaxed.</p> <p style="text-align: center;">•</p>
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to stop the situation from escalating further and return the child to the proactive phase as soon as possible.</p> <p style="text-align: center;">•</p>	<p style="text-align: center;">Behaviour</p> <p>What the child does, says and looks like that gives us clues that he/she is becoming anxious or distressed.</p> <p style="text-align: center;">•</p>
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury or damage.</p> <p style="text-align: center;">•</p>	<p style="text-align: center;">Behaviour</p> <p>What the child does, says and looks like when he/she is challenging.</p> <p style="text-align: center;">•</p>
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to support the child to become calm again and return to the proactive phase.</p> <p style="text-align: center;">•</p>	<p style="text-align: center;">Behaviour</p> <p>What the child does, says and looks like that tells us he/she is becoming calm.</p> <p style="text-align: center;">•</p>

<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to keep the child in the green as much as possible.</p>	<p style="text-align: center;">Behaviour</p> <p>What **** does, says and looks like when he/she is calm and relaxed.</p>
<ul style="list-style-type: none"> ● Give **** positive feedback. ● Always try to use positive language. ● Use simple, clear language. ● Give **** opportunities to read every lesson. ● Make sure **** has access to chewy. 	<ul style="list-style-type: none"> ● **** will smile and laugh. ● He/she will initiate contact and want to join in with others. ● His/her body language will be relaxed.
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to stop the situation from escalating further and return **** to the proactive phase as soon as possible.</p>	<p style="text-align: center;">Behaviour</p> <p>What **** does, says and looks like that gives us clues that he/she is becoming anxious or distressed.</p>
<ul style="list-style-type: none"> ● Use Supportive Script. ● Ask **** if he/she would like help with whatever he/she is struggling with. ● Try to distract **** by offering an activity e.g. reading a book, sensory activity. ● Ask him/her if he/she wants to go for a walk. 	<ul style="list-style-type: none"> ● **** will shout. ● He/she will clench fists. ● He/she will push activity away. ● He/she will put head on the desk. ● He/she will be unwilling to engage in positive communication.
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury or damage.</p>	<p style="text-align: center;">Behaviour</p> <p>What **** does, says and looks like when he/she is challenging.</p>
<ul style="list-style-type: none"> ● Stay calm and reassure **** that you are going to help him/her. ● Use Supportive Script to ensure familiar words are used. ● Make sure only one person talks to him/her at a time. ● Distract **** with a favoured object. ● If seeking sensory support, encourage **** to stamp feet or bang hands instead. ● Do not make reference to the behaviour but stop him/her doing it. 	<ul style="list-style-type: none"> ● **** will throw objects. ● **** will growl or vocalise in a loud manner. ● **** may be crying. ● He/she may be hitting himself/herself with a closed fist. ● He/she may pull hair, pinch or hit. ● **** may be under or on furniture. ● His/her body language may be very tense.
<p style="text-align: center;">Support Strategies</p> <p>Things we can do or say to support **** to become more calm again and return to the proactive phase.</p>	<p style="text-align: center;">Behaviour</p> <p>What **** does, says and looks like that tells us he/she is becoming calm.</p>
<ul style="list-style-type: none"> ● Provide **** with blanket. ● Provide **** with a break card activity. ● Offer a sensory activity if appropriate. 	<ul style="list-style-type: none"> ● His/her posture will become more relaxed. ● **** will seek attention from a preferred adult. ● He/she will begin to interact more.



