



Behaviour Policy

Document Name: Behaviour Policy

Review Date: October 2023

Next Review Date: October 2025

Reviewed by: All Staff

Ratified by Governors: Due November 2023

Behaviour Policy

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.

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
- All adults record incidents of behaviour on CPOMs, which are monitored by the Assistant Head

Our **school rules are: Be safe. Positive. Show respect**

The school rules 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.

Be safe	Positive	Show respect
Move calmly around school and outside. Use play equipment properly. Kind hands and feet. Tell an adult if something is wrong. Play only in the places allowed. Use technology responsibly.	Come to school on time. Follow instructions the first time. Start work straight away. Wear the correct uniform. Line up promptly. Come to school with the correct equipment. Be resilient even when it is difficult.	Greet adults politely when we arrive each morning. Thank the adults that we work with at the end of the day when we leave. Pick up after ourselves and others. Do things for others because it feels good. Work hard in lessons. Notice when others have done something for me. Hold doors open. Win gracefully. 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 through restorative practice*

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*

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 time.**

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 matrix alongside the school rules**

At the start of a school year and regularly thereafter, all staff should refer to the **school rules and behaviour matrix** 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. In Key Stage 1, children will reset in a designated area in the classroom. 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 will 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 the leadership team

If the behaviour continues or there are major behaviour concerns then the child should be taken to one of the team leaders or the assistant head with appropriate work. The response to an SLT referral depends on the child, the incident, the context and the number of times the child has already previously obtained an SLT referral. The team leaders/assistant head 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 (KS2), followed up by contacting parents. Staff members must involve the team leaders/assistant head (KS2) before missing playtimes. Reasons for this 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 DHT/head teacher

If a child has been violent or aggressive towards another child, the DHT/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 DHT/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.

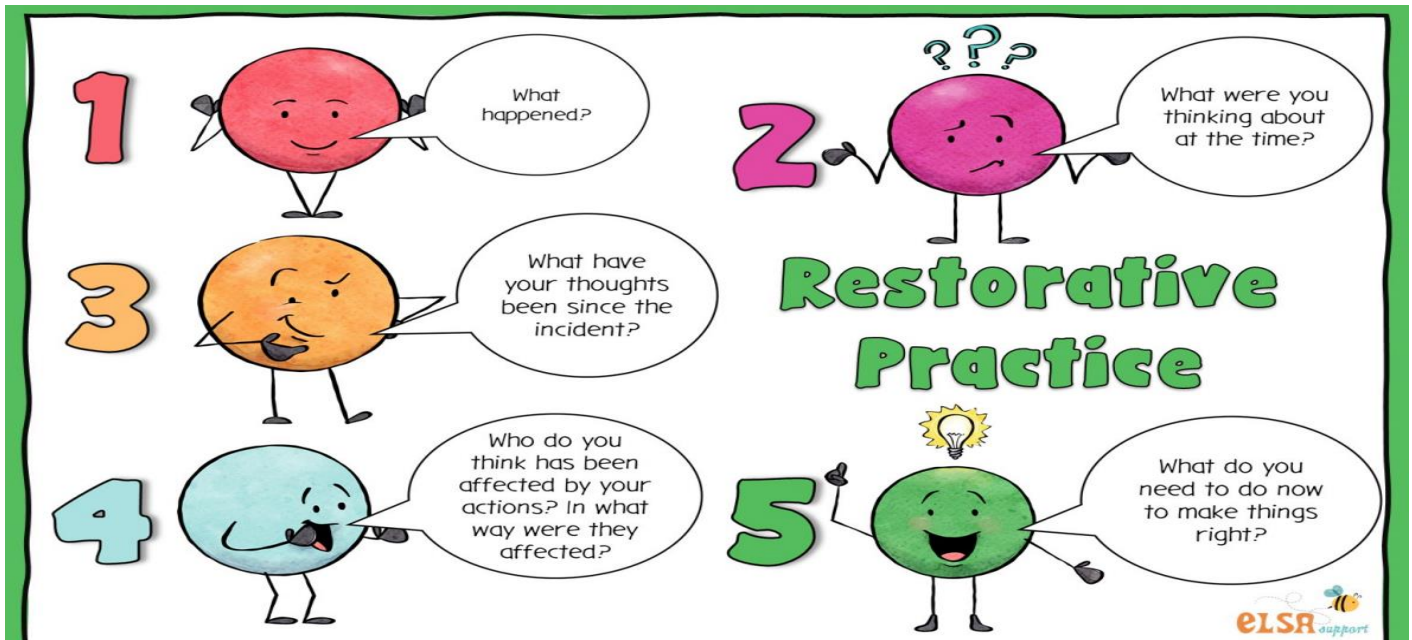
Implementing sanctions

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 minor 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 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.

All staff use restorative practice to resolve issues such as friendships, disagreements and fallings out. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.



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

Emails: positive emails home

House points: awarded daily, by all staff, for going 'above and beyond' as well as in specific house events such as sport. House points to be collated every week in celebration assemblies and 'house trophy' awarded weekly 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. These include Times Table Rockstars and Athletics certificates.

Mathletics trophy: awarded weekly for the class with the most points

Attitude to learning trophy: awarded to children who have demonstrated perseverance and resilience

Proud clouds (KS1): in the moment recognition of successes during the day

Head teacher'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 pastoral rooms in KS1 and 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 'social stories' to try and make a better choice nexttime may be effective in these instances. Sensory breaks may also be offered to individuals as well as regular pastoral support.

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 regardless of the degree of culpability. 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 four-year-old who calls someone by a racist name will be treated very differently from an eleven-year-old who does so. If racist bullying has occurred, the school bullying policy will be followed. All discriminatory behaviour will be recorded on CPOMs and parents informed.

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 KS1 children should then line up quietly in register order. In KS2, children walk sensibly into school. Children should ensure that all equipment is put away tidily in the allocated PE/playtime stores. There is a store on each playground. KS1 and Y3/4 class teachers should collect their classes at 1:00 pm and children should walk quietly into class, ready for afternoon registration. Y5/6 children walk sensibly over from the KS1 playground to their classrooms.

Behaviour management at lunchtime

KS1 should be escorted to the dining hall and line up quietly until they start their lunch. KS2 are called in according to the daily lunch rota.

Children who attend 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 wet play activities while they are in the classroom.

Behaviour management in the foundation stage

The same rules govern behaviour management in the foundation stage as in the rest of the school. Throughout the school day, children are expected to:

Be safe	Positive	Show respect
Use kind feet, kind hands and kind words Do not hurt each other.	Help and care about people Look after the school and everything in it Work hard and allow others to work hard Do as you are asked the first time	Share things Treat everyone with respect

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 such as stickers and house points may be used for exceptional behaviour or for specifically encouraging behaviours that are in short supply.

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 through 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 away from the situation and is helped 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 through restorative practice. The child is reminded of the class rules and if a child has deliberately hurt someone, 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 away from the other children.
- Adults will model restorative practice and where appropriate children may apologise.
- 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.
- If necessary, a meeting may be held with parents to complete a Positive Behaviour Support plan.

Evaluation of the Policy

This policy will be reviewed and evaluated by all staff on an annual basis. Any problems or areas that do not appear 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.

Appendix One

Bramhope Primary School - Positive Behaviour Support Plan

Support Plan for:

Date of Plan:

To be reviewed on:

Support Strategies Things we can do or say to keep the child in the green as much as possible.	Behaviour What the child does, says and looks like when he/she is calm and relaxed.
•	•
Support Strategies 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.	Behaviour What the child does, says and looks like that gives us clues that he/she is becoming anxious or distressed.
•	•
Support Strategies Things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury or damage.	Behaviour What the child does, says and looks like when he/she is challenging.
•	•
Support Strategies Things we can do or say to support the child to become calm again and return to the proactive phase.	Behaviour What the child does, says and looks like that tells us he/she is becoming calm.
•	•

Appendix Two

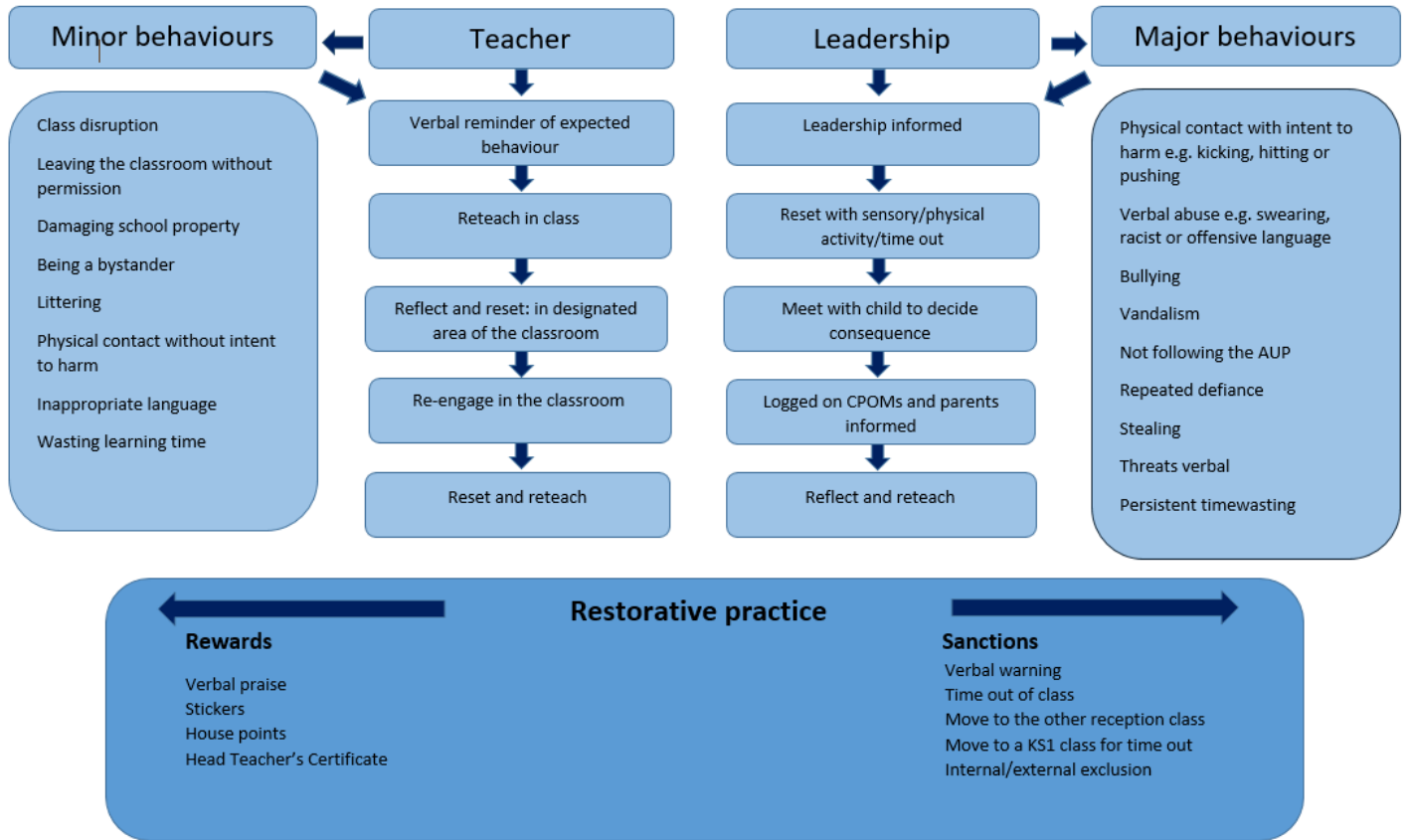
Date of Plan

<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 stomp 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.

Appendix 3

EYFS Behaviour matrix

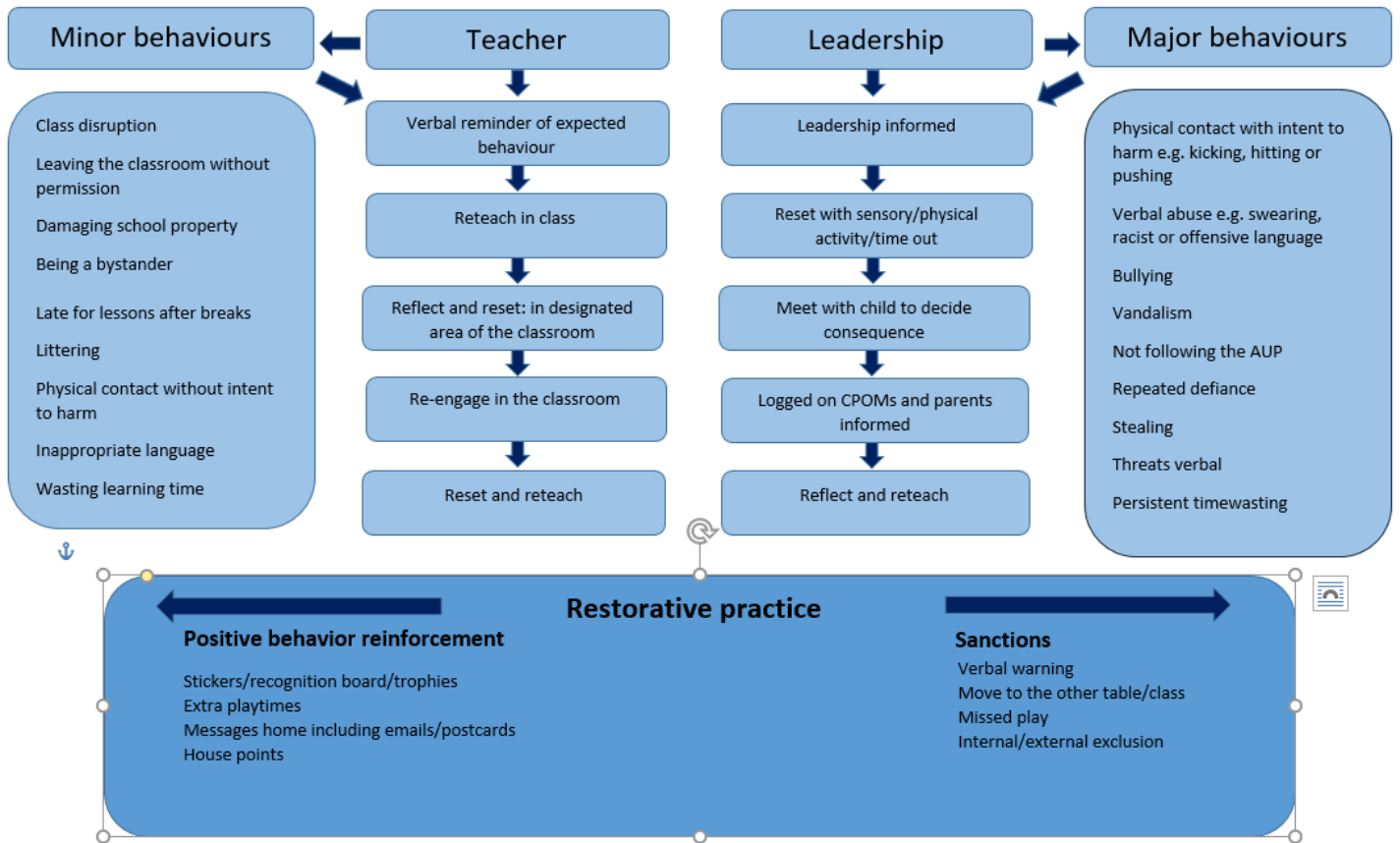
EYFS Bramhope Primary School Behaviour Matrix



Appendix 4

KS1 Behaviour matrix

KS1 Bramhope Primary School Behaviour Matrix



Appendix 5

KS2 Behaviour matrix

Key Stage 2 Bramhope Primary School Behaviour Matrix

