



Bromet School

Positive Behaviour Policy

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To be Reviewed:	Summer 2018 in line with Governors Scheme of Work
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1. Introduction

At Bromet Primary we take a positive and proactive approach to behaviour management. We believe that good behaviour is for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is friendly, safe, peaceful and fair. Good behaviour is something that must be carefully developed, supported and sustained. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement. We understand that a positive and proactive approach should also be focused on developing the children's ability to self-regulate and manage their own behaviour in a range of situations.

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe that behaviour and self-regulation should be developed and taught over time
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at Bromet Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards, consequences and learning opportunities within a secure and positive environment.

All staff, regardless of the purpose of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and our community.

2. Aims

- To promote equality of treatment and equal access to educational opportunity within the school community
- To promote an environment where we help our children to control and self-regulate and to learn that they are responsible for their own behaviour
- To create a calm, safe and ordered learning environment
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour
- To ensure that appropriate behaviour is encouraged and recognised
- To develop pride in the school, in work, in effort as well as in achievement
- To ensure that parents/carers are kept informed about their child's behaviour through consistent means

3. Rights and Responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging secure, supportive and positive school	To be cooperative and considerate To do their work during lesson time
To be treated with respect, consideration and courtesy To have appropriate access to the school's facilities	To treat others with respect, consideration and courtesy To share equipment To care for equipment
To have appropriate access to the teacher's time	To try to be receptive and cooperative To try to work independently
To have a safe environment To be heard and be able to express opinions	To act in a safe and responsible manner for themselves and others To speak out, but also to listen To accept that other people may have opinions different to their own To take turns and not dominate others
To know what is acceptable behaviour and the consequences of unacceptable behaviour	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults To follow their agreed class rules

4. The Curriculum and Learning

An appropriately structured curriculum and effective learning environment play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

The Pastoral Mentor is available at lunchtime- walking around in the dining hall and outside.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction	To prepare lessons and environments thoughtfully To watch for unsafe environments and practices
To have support from within the education system, including other members of staff if required	To provide that support both informally and formally To play a part in the running of the school
<p>To be involved in collaborative decision-making within the school (curriculum and organisation)</p> <p>To be treated with respect, consideration and courtesy</p> <p>To expect that there will be no cultural, sexual or physical discrimination against staff members</p> <p>To contact, and have support and co-operation from parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school</p>	<p>To consult with each other and reach agreement</p> <p>To be actively involved and take a solution- focused approach</p> <p>To treat others with respect and consideration and courtesy</p> <p>Not to discriminate or to accept discriminatory language or practice from others</p> <p>Teachers to contact the parents/carers if there is a problem</p> <p>To provide information consistently</p> <p>To be approachable, to listen, to make the time, to act on information</p>

5. Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Strategies are used to encourage the child to change their behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smile and show warmth
- Give and encourage the taking of responsibility
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher/adult
- Isolate the child from an ‘audience’
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to ‘cool down’ before dealing with an incident
- Give children thinking time.

Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the ‘victims’.

When problems do occur, staff should try to avoid over-reacting; focusing on remaining calm and listening to all sides. We do recognise, however, that dealing with challenging behaviour can be stressful for staff, and they may need to be given support by colleagues.

5.1. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation. Non verbal signals will be used across the school eg clapping in the dining hall or assembly to get everyone's attention.

5.2. Playground/outdoor areas

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are trained to ensure that pupils are safe and that procedures are carried out consistently.

5.3. Our Rules

We have an agreed set of Our Rules which help us to work together and ensure Bromet Primary is striving to be the best it can be.

1. We will always treat people how we would like to be treated ourselves
2. We will always listen to someone when they are talking
3. We will always show respect to each other
4. We will always try to be kind and friendly
5. We will always walk sensibly around our school
6. We will always look after our property and that of others
7. We will always try our best and work hard
8. We will always use our good manners.

In the Autumn Term, each class creates and signs a set of Class Rules which states they understand and agree to follow the Rules. These Class Rules differentiate the Our Rules to all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Rules are displayed around the school, including the playground and pupils' Class Rules are displayed in every classroom. This policy is also intended to include online behaviour (also see Esafety policy).

5.4. Rewards: whole-school

Children who follow Our Rules and behave appropriately will be rewarded. We have whole school and class systems in place to reward children which include:

- Stars of the Week
- Stickers
- Raffle tickets
- End of term Assemblies
- Charity House tokens- A token is awarded for an example of a good positive behaviour and/ or positive learning behaviour/ attitudes and/ or good pieces of work / contributions to lessons.
- Speaking to parents/ carers
- Postcards home
- Sharing good news with parents/carers by letter, homework diary, conversation at the end of the day, phone call home (this call should only be made from school)

5.5. Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the child
- Gold or silver sticker from Head/Assistant Heads
- Stickers/badges/certificates/achievement certificates/charity tokens
- Showing significant achievements to Head or Assistant, other teachers, other classes and also in assemblies
- Being given a responsible job in the classroom
- Whole class rewards.

5.6. Celebration Assembly

There is a celebration assembly which links to Jigsaw PSHE each week for which teachers choose:

- A child from each class to be rewarded with a Star of the Week certificate and share their social or academic achievement with the rest of the school (Pupils may be selected for work, collaboration or if they have demonstrated a Growth Mind-set learning behaviour).

5.7. Consequences for unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will find it difficult to follow Our Rules. Sanctions will be used in a balanced

way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND, who may have specific needs relating to behaviour, will find it difficult to follow Our Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist, etc.) Parents/carers will be involved in supporting the school in managing their child's behaviour needs. It may also be appropriate to develop multi-agency work if there is more than one agency working with the child or family, or a Pastoral Support Plan if the child is at risk of exclusion (fixed-term or permanent). Fixed-Term and Permanent Exclusions may be issued as a consequence of unacceptable behaviour.

6. Bromet's Charter

What is it	Context	Reward
<p>Positive 2 Exceptional- keep it up!</p> 	<ul style="list-style-type: none"> • Extraordinary kindness (e.g. helping a peer when they are hurt) • Persistence at a task they have found very challenging • Role model to others • Selfless behaviour • Leadership/ Team work/ Sportsmanship • Sustained modelling to others • Excellent learning behaviour 	<ul style="list-style-type: none"> • Tokens • Class specific rewards such as: Raffle tickets • Or marbles in a jar • Sent to another teacher/KS Leader (AHT) • Sent to HT- HT sticker and postcard • Phone call home by CT/AHT/HT
<p>Positive 1 Fantastic- keep it up!</p> 	<p>Modelling classroom behaviours (listening, sharing, contribution to learning)</p> <ul style="list-style-type: none"> • Following routines • Setting an example • Kindness • Helpfulness • Polite/ Manners 	<ul style="list-style-type: none"> • Verbal praise • Class specific rewards such as stickers/ raffle tickets

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| | <ul style="list-style-type: none">• Trying new things• Taking learning risks• Teamwork/ Collaboration/ Supporting others• Good learning behaviour | |
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I am ready for learning

	Examples of behaviour	Action/ sanction
<p>Stage 1 Low level disrupting others or not following the rules – the pupil will be given a reminder of how they should behave:</p>	<ul style="list-style-type: none"> • Poor effort • Disruptive fidgeting • Rocking on chair • Talking out of turn • Calling out/making silly noises • Disturbing others • Disruptive noises • Unkind remarks • Bad language (one off) • Wandering around the classroom • Improper use of equipment • Answering back (eg questions a situation) • Pushing/running when moving around the school or lining up • Rudeness 	<p>Verbal warning</p>
<p>Stage 2- Stopping individuals from learning or being happy, ignoring an adult – the pupil will be asked to move in class or</p>	<p>Persistent stage 1 behaviour</p> <ul style="list-style-type: none"> • Not attempting their learning 	<p>Persistently continuing Stage 1 behaviour after being asked to stop</p>

<p>given time out on the playground.</p> <p>Their teacher or a midday supervisor will discuss with them what happened and how they can ensure that this does not happen again.</p>	<ul style="list-style-type: none"> • Hurting another child either physically or emotionally • Serious misuse of school equipment • Dangerous play • Improper use of toilets or wash basins 	<p>In class:</p> <p>Age appropriate time out in class eg at another table/ individual table</p> <p>Related sanction eg re-do work or clean area</p> <p>Send to foster class for 5 minutes</p> <p>Working on their own within the classroom (not at their group table)</p> <p>Lose age appropriate minutes from break time</p> <p>Outside:</p> <p>If at breaktime or lunchtime - time to stand next to an MSA (if continues after this) time out inside with senior MSA</p> <p>Behaviour log to be completed by relevant member of staff in SIMS and forwarded to HT/AHTs</p> <p>Details may be sent home on the same day, including a phone call from the teacher after school</p>
<p>Stage 3- Stopping a lesson, hurting others or refusing to do as an adult has asked – The pupil will be given time out in a different class or they will be sent in from the playground. They will complete</p>	<ul style="list-style-type: none"> • Deliberate defiance • Throwing objects • Spitting at others 	<p>Send to KS Leader for the rest of the lesson</p> <p>Lose all of lunchtime sent to SLT</p>

<p>a reflection sheet during lunchtime and discuss this with the adult who sent them out of class or in from the playground. A behaviour log will be sent home.</p> <p>SLT will monitor behaviour logs regularly and record on SIMS. Parents may be contacted to discuss these.</p>	<ul style="list-style-type: none"> • Inappropriate language/ Swearing • Persistent refusal/ Unwillingness to cooperate/follow instructions (this could be a failure to respond to warnings) • Deliberately hurting another person physically or emotionally • Stealing • Bullying (including cyberbullying) • Vandalism/ Defacing others' work • Breaching of health and safety issues 	<p>member on duty (reflection activity to be completed)</p> <p>Behaviour log completed by relevant member of staff in SIMS and forwarded to HT/AHTs before sending a copy home on the same day, including a phone call from the HT/AHTs and a subsequent meeting</p>
<p>Stage 4 – Repeatedly stopping lessons, hurting others, disobedience or a serious incident – The pupil will be sent to the Headteacher to discuss what happened. Their parents will be asked to meet with the Headteacher to discuss what will happen next.</p>	<p>Very serious incidents including persistence in relation to behaviours listed under 3</p> <ul style="list-style-type: none"> • Eg racist, abusive or threatening remarks • Causing a deliberate injury • Irreparable damage to property • Persistent swearing 	<p>Send to HT/AHTs</p> <p>Parents informed by HT/AHTs and a meeting as soon as possible</p> <p>Possible exclusion</p> <p>Possible intervention from other agencies</p> <p>When a pupil demonstrates a more serious behaviour this should be referred to the Senior Leadership Team immediately</p>

7. Links with home

At Bromet Primary we believe in working to build a partnership with parents/ carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home-School Agreement
- Newsletters and through awards which are sent home
- The procedures as laid out in this policy
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in SEND Reviews, PSP and CAF meetings where appropriate.

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To respond to questionnaires seeking feedback.
	To use school systems to voice their opinions.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen.
To receive feedback when an issue has been raised	To develop with staff, workable solutions to problems.
To be treated with respect, consideration and courtesy.	To treat staff and other members of the school community respect, consideration and courtesy.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy.
	To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
	Not to discriminate or to accept others doing so.

8. Review

This policy will be reviewed every year as a safeguarding policy.

9. Appendix A – Policy Specification

November 2016 – Complete re-write. Contributions from SLT, staff, children, School Council, parents.

10. Appendix B – Pupil Agreement



Bromet Primary
School Agreement.doc

