



Brede Primary School

Policy name	Behaviour Policy
Policy status	Statutory
Date approved by governing body	April 2019
Review date	April 2020



Behaviour Policy

To be read in conjunction with the Policies for Safeguarding, Anti-Bullying and ESCC Positive Handling Guidance.

Rationale

At Brede Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, age, ability, background and religion.

Through our school policy we have stated the expectations as to how each member of our school community should conduct themselves. A common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour and discipline, brings the advantages of;

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of other local schools and the community;
- working within national guidelines.

Role of Staff

Staff will recognise and praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in PSHE lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- ✓ use verbal praise, including from the Head Teacher;
- ✓ golden time;
- ✓ stickers;
- ✓ Certificates/ Star of the Week assembly;
- ✓ newsletters;
- ✓ reward charts;
- ✓ inform parents.

Staff will ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of them. We need to teach behaviour

as we need to teach other aspects of the curriculum. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children will be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where censure is used, it should focus on the behaviour rather than the child. Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and will be dealt with when encountered according to the child's age and level of understanding. Any behaviour that requires an investigation will be recorded on the school's incident form held by the SENDCO.

Every effort will be made to diffuse potential problems before they arise. This may be done by discussion with the child, parent consultation or other strategies.

The school will work with the child's parent to help modify unsatisfactory behaviour through approaches that are applied consistently at home and school. Advice and assistance for the school and the pupil may be sought from other professionals. Extremely serious or persistent misconduct may result in the pupil receiving a formal exclusion (fixed term or permanent) from school. The headteacher will meet directly with parents should circumstances arise where a child is at risk of exclusion. Although exclusion is regarded as a final resort, to maintain the safety of pupils and to uphold the values of the school, the headteacher (and a panel of governors where appropriate) will make decisions based on individual cases.

Role of Pupils

To follow the School's Golden Rules which are negotiated as an individual set of class rules.

The Golden Rules	
Do be gentle.	Do not hurt anyone.
Do be kind and helpful.	Do not hurt people's feelings.
Do work hard.	Do not waste your or other people's time.
Do look after property.	Do not waste or damage things.
Do listen to people.	Do not interrupt.
Do be honest.	Do not cover up the truth.

Every child has:
The right to learn;

The right to be taught;
The right to feel safe (physically, psychologically, socially and emotionally) and
The right to be respected.

Each child will learn the consequences of their own actions and take responsibility for the way in which he/she behaves.

Pupils will move about the school quietly when they are walking through the school as a whole class, for example when moving to assembly.
Pupils will show respect towards other children and adults by being polite, by allowing adults through doors first and by waiting to allow whole classes to pass.

Role of Parents

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. All parents are asked to sign a home/ school agreement which refers to supporting good behaviour.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the class teacher in the first instance.

Parents should not approach children or other parents in an attempt to resolve problems themselves.

Role of Governors

The Governors have endorsed this policy and, with the Headteacher, will review its effectiveness regularly. Together, they will ensure that the policy is administered fairly and consistently.

Behaviours that warrant an incident report

1. Rudeness/disobedience to an adult
2. Violence
3. Encouraging violence
4. Swearing at adults
5. Bullying or an act of discrimination
6. Deliberate damage to property

If senior leaders are asked to deal with an incident, a report is completed and held by the SENCO.

Classroom behaviour

Rewards

Each class will decide on the reward they wish to achieve. The class teachers will develop their own merit system e.g. dojos enabling individual classes to work as a team to realise their target.

Each child will have their full quota of 15mins Golden Time at the beginning of each week. On Friday afternoon children will be able to use construction toys, ICT and board games. etc

For some pupils it may be necessary to build up lost Golden Time (teacher's discretion). If golden minutes are deducted children will remain with a member of the Senior Leadership Team for the appropriate period of time.

Sanctions

When children misbehave in class, there will be a clear, consistent set of stages followed by all staff:

1. Name on board
2. First cross or tick by name
3. Second cross or tick by name (a portion of golden time lost e.g. 1min. (At the beginning of each day the child has a fresh start, although lost golden time remains.)
4. Break or lunchtime detention (senior leaders' discretion)
5. Internal Exclusion/Formal exclusion when deemed appropriate by the senior leadership team or headteacher in the case of formal exclusion.

Detention

If golden time has been forfeited a detention will be imposed. Time will be spent with a member of the senior leadership team. The child will be expected to reflect upon their actions during this period of time.

A lunchtime detention begins as soon as a child has eaten their lunch.

The Senior Leadership Team reserve the right to decide whether a misdemeanor is serious enough to bypass the early stages and warrant an immediate break or lunch detention.

Dealing with Hate Incidents (See also anti-bullying policy)

A requirement of the Equality Act 2010 requires schools to record all types of bullying and hate incidents, not just racist incidents, so that a school can show that it has 'due regard' for fostering good relations, as well as eliminating discrimination. A return is sent to the local authority through the census with counts of hate incidents recorded.

Schools must have measures in place to prevent all forms of bullying in order to comply with the Education and Inspections Act 2006. By recording and monitoring incidents, and showing that appropriate action has been taken, a school can demonstrate to Ofsted that it is serious about making all pupils feel safe.

What is a 'hate incident'?

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on:

- race
- religion or belief
- sexual orientation
- disability and learning difficulties
- gender or gender identity

Examples of Hate Incidents

Hate incidents can consist of: verbal abuse or insults e.g. detrimental comments, abusive language and “jokes” relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, social media posts, or other offensive messages.